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January 1971

Volume 6 Number 1



ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Volume 6 Number 1 January 1971

Research in Education

ED 042 061 - 042 931

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RESEARCH IN EDUCATION

Volume 12, Number 1, January 1971
Published by the Educational Resources Information Center (ERIC)

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 20 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

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DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Title. **Norberg, Kenneth D.**

Organization where document originated. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Date published. **Sacramento State Coll., Calif.**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Spons Agency—USOE Bur of Research**

Alternate source for obtaining documents. **Report No.—NDEA-VIIB-449**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Pub Date—15 Apr 66**

Contract—OEC-4-16-023

Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

* The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

Document Résumés

5

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AA—Leasco Systems and Research.....	5-7	LI—Library and Information Sciences.....	57-60
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CG—Counseling and Personal Services.....	21-28	RE—Reading.....	72-76
EA—Educational Management.....	28-33	SE—Science and Mathematics Education.....	76-83
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HE—Higher Education.....	48-54	TM—Tests, Measurement, and Evaluation.....	103-107
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AA

ED 042 061 AA 000 599

Glaser, Edward M. Sarason, Irwin G.
Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification. PREP-18.
Human Interaction Research Inst., Los Angeles, Calif.; Washington Univ., Seattle.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—PREP-18
Pub Date Nov 70
Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Behavior Change, *Classroom Environment, *Discipline Problems, *Educational Objectives, Elementary School Students, Non-directive Counseling, *Positive Reinforcement, Teaching Guides

Identifiers—*Putting Research into Educational Practice (PREP)

An interpretive studies project on applying reinforcement principles in the classroom was conducted by Dr. Edward M. Glaser of the Human Interaction Research Institute, Los Angeles, California and Dr. Irwin G. Sarason of the University of Washington, Seattle. PREP kit No. 18 has been adapted from the teacher's guide to behavioral modification entitled "Reinforcing Productive Classroom Behavior" resulting from that study. This guide, which reflects the contributions of teachers, principals, psychologists and counselors, contains a description of some common elementary classroom problems, suggestions for establishing a classroom climate that leads to increased learning, examples of practical applications of behavioral principles, and illustrative case studies based upon research investigations. A brief glossary is appended, as well as an annotated bibliography and a list of related documents available from EDRS. (Author/LS)

ED 042 062 AA 000 600

Henderson, Martha T.
Environmental Education: Social Studies Sources and Approaches.
Pub Date Oct 70
Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Community Study, Conservation Education, *Cultural Awareness, *Environmental Education, Humanities, Inductive Methods, Inquiry Training, Instructional Materials, Interdisciplinary Approach, *Projects, *Resource Materials, *Social Studies, Values

The purpose of this paper is to alert elementary and secondary social studies teachers to certain new approaches to projects and materials in environmental education in the context of education in general. It is also a guide to the use of other available programs. Selective rather than complete, the paper offers a sampling of programs social studies teachers will find provocative. Categories covered include: 1) programs which encourage individual inquiry and allow the child to explore and question; 2) projects emphasizing interaction between man and his environment, and the cultural patterns controlling man's perception of his environment; 3) programs using the local environment or community as an integral part of the study program, offering the direct involvement needed for learning "through" the environment; and, 4) programs emphasizing "man in society"—the study of values, and related political, social, economic, legal and ethical ideas. (EJW)

ED 042 063 AA 000 601

Scope of Work Statement for RFP 70-6: "Phase I of the Targeted Research and Development Program on Reading."

Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Pub Date Oct 70
Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Prognostic Tests, *Reading Programs, *Research Proposals, Standards, *Task Performance, *Test Validity

The U.S. Office of Education is undertaking a program of research and development designed to reach the following objective: 100% of all persons not in permanent care institutions must pass, by age 10, a criterion-referenced test which is predictive of competent performance on a set of adult reading tasks selected to have favorable returns to the individual and to society in general. The purpose of this Request for Proposal is to implement the recommendations of expert advisors that the objective statement be further specified and operationalized through the following activities: (1) definition and description of the recognized subgroups of subjects who comprise the target population of the program by providing explicit inclusion-exclusion criteria and identifying parameters and parameter values which differentiate the subgroups, (2) identification of a set of adult criterion reading tasks which adequately sample the tasks for which highly favorable returns to the individual and to society can be demonstrated and the construction of an assessment procedure to validate the choice of

those adult reading tasks as the performance criterion dimension of the program objective, and (3) determination of resource ceilings within which instructional systems generated through the targeted R&D program on reading must operate. (CK)

ED 042 064 24 AA 000 602

Filep, Robert T.

A Study of the Impact of Research on Utilization of Media for Educational Purposes. Final Report.

Institute for Educational Development, El Segundo, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0246

Pub Date 15 Jul 70

Contract—OEC-0-9-420246-3462(010)

Note—273p; Sponsored by NDEA Title VII 1958-1968

EDRS Price MF-\$1.25 HC-\$13.75

Descriptors—Educational Change, *Educational Legislation, *Federal Legislation, Information Dissemination, *Instructional Media, *Media Research, *Research Methodology

Identifiers—National Defense Education Act (N-DEC), Title VII

In this study of Title VII, the research and dissemination activities carried out between 1958 and 1968, the educational advances and changes made, and the strengths and weaknesses of the administrative procedures are investigated, analyzed, researched, and assessed. Activities carried out in the conduct of the study were: (1) thorough research and analysis of the literature and similar data on Title VII; (2) on-site observation of selected institutions where a number of studies had been conducted; (3) distribution and evaluation of field and mail interviews of project directors and other personnel associated with Title VII; and (4) convening an advisory group to assist in formulating assessment guidelines and recommendations for future policies. The report includes discussions of the following topics: legislation, expenditures of monies, Title VII impact on university media departments and university related organizations, results of journal and convention program reviews, research methodology, the impact of Title VII on five educational media, the foundations and media, results of a survey and questionnaire, administrative and management analysis, and past experience as a guide in future programs and legislation. For overview of this document see ED 042 065. (DB)

ED 042 065 24 AA 000 603

Filep, Robert T. Schramm, Wilber

A Study of the Impact of Research on Utilization of Media for Educational Purposes. Final Report: Overview.

Institute for Educational Development, El Segundo, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0246

Pub Date 15 Jul 70

Contract—OEC-0-9-420246-3462(010)

Note—122p.; Sponsored by NDEA Title VII 1958-1968

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Educational Legislation, *Educational Technology, *Federal Legislation, Instructional Media, *Mass Media, Media Research, *Projects, State Federal Aid Identifiers—National Defense Education Act (N-DEC), Title VII

For the abstract of the Final Report, see ED 042 064 in this issue of RIE. (LS)

ED 042 066 AA 000 604

Zimpfer, David And Others

Support Personnel in School Guidance Programs.

Association for Counselor Education and Supervision, Washington, D. C.; Massachusetts Univ., Amherst; Rochester Univ., N.Y.

Pub Date Mar 70

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.80

Descriptors—Counseling Programs, Educational Programs, *Guidance Personnel, *Guidance Programs, Manpower Needs, *Paraprofessional School Personnel, Program Design, *Program Development, Role Perception, *Subprofessionals

This report is intended: (1) to give local program developers and guidance practitioners an adequate base for conceptualizing and improving their programs for support personnel; (2) to provide a resource of concepts and of information about other programs; (3) to offer interested readers a comprehensive interdisciplinary coverage of the field of support personnel; and (4) to offer the guidance profession and its national organizations specific proposals and recommendations for consideration regarding support personnel in school guidance. Chapter One gives the basis for support personnel. Emerging patterns for support personnel is discussed in Chapter Two. This includes role perception, working conditions, and training. Chapter Three offers surveys of opinion on support personnel. Chapter Four presents an integrative position on support personnel in school guidance. Also included are recommendations for training, roles, recruitment, and supervision of personnel. Chapter Five discusses the future, evaluation needs, and action needs regarding support personnel. (Author/KJ)

ED 042 067 AA 000 605

RICH: Register to Improve Communicative Habits.

Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.

Bureau No—BR-6-2487

Pub Date Sep 70

Contract—OEC-3-6-002487-1579(010)

Note—164p.

Available from—ERIC Counseling and Personnel Services Information Center, The University of Michigan, 611 Church Street, Ann Arbor, Michigan 48104

EDRS Price MF-\$0.75 HC-\$8.30

Descriptors—*Directories, Geographic Location, Guides, *Indexes (Locators), *Interests, Professional Personnel, Pupil Personnel Workers, *Research Projects, Role Perception, Student Personnel Workers

This publication is designed to improve the flow of information among personnel workers both in school setting and in the private sector, and to open avenues of communication among those with similar interests. The volume is divided into two basic sections, the Directory and the Indexes. The Directory contains alphabetical listings of over 500 participants who responded to a questionnaire in 1969. Included in this section are the participant's name, address and phone number, role designation, work setting, activity areas of interest, materials he is willing to share, and his consultation availability. The Index section is subdivided to include the following: (1)

Geographical Area of Location; (2) Work Setting; and (3) Activity and Interest Areas. The Activity Index is the most extensive and is further subdivided under the following headings: Administration, Consultation, Counseling, Counselor Education, Counselor Supervision, Course Development, Material Development, Program Development, Research, School Psychology, Teaching, and Others. Descriptors categorize the activities of persons designated beneath them. Entries are extensively cross referenced. (CJ)

ED 042 068 24 AA 000 606

Nicholi, Armand M., II

An Investigation of Harvard Dropouts. Final Report.

Harvard Univ., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-A-018

Pub Date Jun 70

Grant—OEG-1-8-0018-0039-057

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Academic Ability, Academic Performance, *College Students, *Dropout Characteristics, Dropout Research, *Dropouts, Family Background, *Higher Education, Mental Health, *Student Characteristics Identifiers—*Harvard College

Approximately half of the 7,000,000 students currently enrolled in college will fail to complete their education. This study investigates the causes of this high attrition rate by examining the records of 1,454 undergraduates who dropped out of Harvard College for various reasons over a 5-year period. Sources of the data were: (1) Registrar's records; (2) psychiatric records; and (3) questionnaires yielding follow-up information sent to each of the sample who had failed to return to Harvard by September 1963. Some of the major findings were: (1) 24% of each class withdraws during its 4 years in college; (2) more than 43% of the sample left for psychiatric reasons; (3) more than 700 of the students who withdrew failed to get a degree from Harvard, and 420 of these failed to get a degree from any college; (4) the majority of students gave personal or medical reasons as the primary cause for dropping out; (5) although the dropouts had high academic potential, their academic performance at the time of leaving college was poor; and (6) American blacks had a higher dropout rate than the average undergraduate. African blacks, however, had a much lower dropout rate. This report discusses in detail the differences between the psychiatric dropout and the general dropout in terms of family and school background, academic record, field of concentration and return to college. (AF)

ED 042 069 AA 000 607

Castner, Myra H. And Others

Granite School District First Grade Reading Study.

Granite School District, Salt Lake City, Utah.

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—*Comparative Analysis, *Grade 1, *Hypothesis Testing, *Reading Instruction, *Teaching Methods

A comparative study of first-grade reading instructional methods was undertaken with the support of the Granite School District Exemplary Center for Reading Instruction. This study was conducted in 19 schools of the district and involved approximately 1,295 students. Nine hypotheses concerning the various approaches used in reading instruction were tested. The report of this study is divided into five chapters: (1) Introduction, (2) The Experimental Program, (3) Methods and Procedures, (4) Statistical Results, and (5) Summary and Conclusions. Seven appendices give additional information. (CK)

ED 042 070 AA 000 608

Reid, Ethna R.

Evaluation of Teacher Training in a Title III Center.

Granite School District, Salt Lake City, Utah.

Pub Date 2 Nov 68

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Educational Programs, *Instructional Materials, *Program Evaluation, *Reading Instruction, *Teacher Behavior

This study is a report on a series of exemplary and instructional reading programs conducted by

the Exemplary Center for Reading Instruction and designed to improve reading instruction in kindergarten through grade 12. The following topics are included: (1) evaluation of beginning reading programs, including materials selection, materials analysis, and teaching-behavior analysis in the use of the materials, (2) evaluation of teaching behavior as it relates to classroom management, (3) evaluation of the Reading Center's dissemination services, and (4) basic research as a means of evaluating principles underlying instructional strategy in in-service programs. Numerous tables and three appendices give additional information. (CK)

ED 042 071 AA 000 609

Chesler, Mark And Others

Planning Educational Change. Volume 3: Integrating the Desegregated School.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-38016

Pub Date 70

Contract—OEC-0-8-004358(099)

Note—76p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE-5.238:38016, \$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Academic Education, Classroom Integration, *Educational Change, Educational Diagnosis, Educational Planning, Educational Quality, Integration Effects, Integration Methods, Integration Plans, *Race Relations, *Racial Integration, Role Playing, *School Administration, *School Integration, Self Concept

This manual has been designed to assist teachers and principals to achieve integrated schools, primary attention being focused on the problems of racial integration—the issues between blacks and whites in the schools. Chapters deal with the following: the meaning of integration and of planning for school change, delineating a six-stage scheme for this process; information for principals and teachers about the important diagnostic stage; the role and activities of the classroom teacher, especially in regard to academic instruction and race relations in racially mixed classes; the principal as the school's administrative and educational leader and his relationship to the various people and groups important in effecting integration; and, the change processes necessary for the attainment of quality education in any school and their particular application to integrated schools. An annotated bibliography summarizing the issues and perspectives expressed in the manual is included. Appendixes carry examples and illustrations of some of the issues and points raised in the manual, such as diagnosis of the class, role playing in the class, curriculum on racism, class discussions of feelings and perceptions, diagnosis of school-wide sentiment, and principal designs for problem solving. [A phonograph record for use with the document is not available from EDRS but comes with the manual available from the Superintendent of Documents.] (RJ)

ED 042 072 AA 000 610

Clyde, Robert W. Jaberg, Eugene C.

The Use of Mass Media in Religiously Motivated Adult Education: A Review of the Literature.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Oct 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Adult Education, Bibliographies, *Discussion Groups, Educational Television, Evaluation, Films, Literature Reviews, *Mass Media, Public Affairs Education, Public Television, Radio, *Religious Education

Beginning with definitions of the mass communication process, this paper reviews mass media adult education literature from a variety of sources (social scientists, religious educators, experimental public affairs broadcasting projects, and others) relevant to the use of mass media in connection with group programs stimulated by religious organizations or purposes. Sociological and other works of theory are noted, along with reports on such topics as network radio and television resources. St. Louis Metroplex As-

sembly, the use of secular films with study groups, and nationwide 1964-65 questionnaire survey assessing the relevance of religious television programs. Twenty-two references and an extensive bibliography are also included. (LY)

ED 042 073 AA 000 611

Horst, Donald P. And Others
Experimental Evaluation of the ELS Teacher Education Program. Final Report.

American Institutes for Research, Pittsburgh, Pa.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Feb 70

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Autoinstructional Aids, *English (Second Language), Programed Instruction, *Program Evaluation, *Teacher Education, *Teaching Machines

This report presents the results of pragmatically selected tryouts of the English Language Services "Teacher Education Program" in the Regional English Language Centre in Singapore, the Central Institute of English in Hyderabad, and the Instituto Pedagógico in Caracas. American Institutes for Research, in submitting the present evaluation to the Agency for International Development, under whose aegis TEP was developed, presents criticisms and recommendations concerning various aspects of the materials and equipment involved. Findings of the feasibility check indicated that (1) it was feasible to administer the TEP course as a teacher education program (2) the course could be administered smoothly, and (3) the optimum application of the system in these three countries had not been reached. It was concluded that TEP is a "workable alternative which warrants serious consideration for a variety of purposes." Appended to this report are an outline description of TEP, a sample progress check, a teacher training costs summary, and a listing of project personnel. For further information on this self-instructional course in training teachers of English as a second language, see ED 036 795. (AMM)

ED 042 074 24 AA 000 612

Suczek, Robert F. Alferi, Elizabeth
Personality Development in Two Different Educational Atmospheres.

California Univ., Berkeley.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1293

Pub Date Aug 70

Contract—OEC-4-7-061293-1577

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—*Dropout Rate, *Educational Environment, *Experimental Programs, *Higher Education, Individual Development, Individualized Programs, *Personality Development

An experimental college program has been developed to provide a different, less structured program for the first two undergraduate years for 150 students at the University of California. Program content is focused on the study of four periods of crisis and change in western civilization. Students and faculty will read from primary sources, holding discussions in small seminars; faculty will respond to assigned papers either in written comments or in individual meetings with the students. Grades and examinations were eliminated. This research reports investigation of the personality development experienced by participating students compared to that of non-participating students attending more structured courses. The primary objectives of the study are to determine (1) personality characteristics of students selecting each of these programs; (2) nature of students' development in one or another of these educational structures, (3) whether particular characteristics of students and of the college experience tend to facilitate development, and (4) various ways young people develop while they are students in college. Secondary objectives include study of dropout rate from the experimental program, and of the effect of the possible "hot-house" atmosphere of the experimental program on the students. (DS)

ED 042 075 AA 000 613

Power, Hilton M.

Mass Media in Public Affairs Adult Education: A Review of the Literature.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Nov 70

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Adoption (Ideas), Bibliographies, Changing Attitudes, Educational Background, Educational Television, Information Sources, *Literature Reviews, *Mass Media, Participant Characteristics, Participation, *Public Affairs Education

This review examines the major evidence as to the extent and effectiveness of public affairs education provided by, or in conjunction with, the mass media. It assembles relevant findings on participation patterns and trends, participant characteristics, educational television and other study methods, the broadcast media, newspapers, and books as information sources, and the role of communications media in attitude change and innovation. A table and 56 references also appear. (LY)

ED 042 076 AA 000 614

Integrated Personnel Services Index. Volume 2, Number 2.

Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date 70

Contract—OEC-3-6-002487-1579 (010)

Note—382p.

Available from—Educational Resources Information Center, Counseling and Personnel Services, University of Michigan, 611 Church Street, Ann Arbor, Michigan 48104

EDRS Price MF-\$1.50 HC-\$19.20

Descriptors—*Annotated Bibliographies, Bibliographies, Counseling Programs, Counseling Services, *Literature Reviews, *Pupil Personnel Services, *Student Personnel Services

This issue rounds out the second year of publication of this comprehensive index to the literature of the personnel services field. Over 1500 entries drawn from ERIC documents, dissertations, journals, and books are listed with annotations and cross-referenced in both an extensive subject index and in an author index. The entries in this issue are drawn from materials released during the time period July through December 1969. Availability of all resources is given. (JM)

AC

ED 042 077 AC 006 622

Continuing Engineering Studies Series; Monograph No. 3.

American Society for Engineering Education, Washington, D.C.

Pub Date Nov 68

Note—90p. Report of a conference, Milwaukee, November 20-22, 1968

Available from—American Society for Engineering Education, 2100 Pennsylvania Ave., Washington, D.C. 20037 (\$2.00)

Document Not Available from EDRS.

Descriptors—Conference Reports, *Distance, Educational Benefits, Educational Innovation, Engineering, *Engineers, Geographic Regions, *Industry, Instructional Media, *Professional Continuing Education, Program Evaluation, Research, Rural Areas, Subprofessionals, *Universities

Interest in continuing engineering studies has been growing within the American Society for Engineering Education as well as among educational institutions, industrial organizations, professional association, and governmental agencies. Feeling a national need for uniformity, in 1968 the National Planning Conference authorized a National Task Force to define a unit of continuing education that can be applied to all organized learning experience and become a permanent individual record. All the midwestern state universities are geared for large-scale programs of continuing education but the sparseness of population presents a challenge. Videotape programs, combined media courses, Electro-Writer systems, and variations of correspondence study are being worked on. Success requires the cooperation of industrial organizations; Kimberly-Clark has a Bank Account policy which encourages profes-

sionals to extend their knowledge. There is need for evaluation; Polaroid has used the measures of pay growth, attendance, and turnover. Project GAP at Northeastern University (program for regional economic enhancement involving continuing engineering studies) has created a list of 56 quantitative criteria for evaluation. (PT)

ED 042 078 AC 006 834

Miller, Paul A.

Adult Conferences and Community Problems. Maryland Univ., College Park. Center of Adult Education.

Pub Date Dec 69

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Community Involvement, *Community Problems, Community Programs, *Conferences, Local Issues, Universities, *University Extension

The concept of education has been changing; "human development" is a more accurate description of what we do. Turbulences in society which have the greatest bearing on the future of continuing education include the failure of the United States in distributing social goods; changes in the nature of administration; modern communications which extend beyond the community; and the perils to individuality and citizenship in the technologic society. Challenges to higher adult education include: public responsibility (encouraging young people to enter local government service and inventing new forms of helping professions); urban strategies (how far should the university go?); profusion of conferences at which laymen may learn to understand the goals of academic freedom and excellence and scholars learn to reconcile learning resources with public need; and mastery of educational technology. University agencies of adult learning should give leadership to a cooperative effort; should extend their learning resources into community systems to advance understanding of the federal structure in America. (EB)

ED 042 079 AC 006 927

Ross, David E.

Instant Information on Continuing Education in Metro.

Metro Information Center on Continuing Education, Toronto (Ontario).

Pub Date Feb 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Adult Education Programs, Computer Storage Devices, *Directories, *Evaluation, *Information Services, *Metropolitan Areas, Public Libraries, Surveys

Identifiers—Canada, Toronto

Surveys were conducted in 1969 to evaluate the usefulness of the metropolitan Toronto Continuing Education Directory, a 424 page work giving course titles, organizations, locations, days and hours, duration, starting dates, prerequisites, qualifications awarded, and other pertinent data. Over 200 copies went free to public libraries, university extension divisions, and community colleges; others were purchased by various users, especially in industrial personnel and counseling. Questionnaire returns of 80%, and personal interviews with professionals, indicated great interest in the Directory. A Metropolitan Information Centre of Continuing Education, with a computer-based file management system, has been established in the Central Library building; it will function as a fact-finding, information sharing, training and demonstration facility for students, and as an aid to course sponsors and professionals. It will produce a revised Directory, test and evaluate other effective means of providing information, and develop packaging and communication methods designed to reach the functionally illiterate, disadvantaged, or other public not now involved in adult education. (LY)

ED 042 080 AC 006 964

A Community Project in Religion and Mental Health.

Indiana Univ., Indianapolis. Medical Center.

Pub Date 67

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Clergymen, *Clinical Experience, Community Problems, Community Programs, Core Curriculum, Demonstration Programs, Educational Objectives, Medical Schools, *Mental Health, *Professional Continuing Edu-

cation, *Professional Personnel, Residential Centers, Rural Areas, Teaching Methods, Urban Areas

Identifiers—Indiana, Indiana University

Supported by the National Institute of Mental Health and Lilly Endowment, Inc., a demonstration program in continuing education for clergy and related professions in the field of mental health was conducted from 1964 to 1967. The purpose was to provide clinical pastoral education within the clergyman's home community where he could learn to work cooperatively with mental health resources. Administrative centers were set up in Fort Wayne, Muncie, New Castle, Lafayette, southeast Indianapolis, and Columbus (Indiana); each area provided urban, rural, and semi-rural communities. The fall-to-summer period was selected and community resources were mobilized to select enrollees (78 clergymen and 18 others) and to continue local interdisciplinary relations and education after the program. A week spent at Indiana University Medical Center provided a core curriculum; it was followed by a series of tri-weekly seminars at which current pastoral cases were discussed and a second week at the Medical Center which focused on material current within the community. A followup was scheduled about six months after the curriculum phase. It was concluded that the clinical method is adaptable to continuing education for the clergy but it was recommended that a residential training center was necessary for continuity. (EB)

ED 042 081 AC 006 970

Kelley, Alden D.

The Continuing Education for the Ministry Movement.

Pub Date Sep 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Church Related Colleges, *Clergymen, Individual Development, Institutional Role, *Interagency Cooperation, Interdisciplinary Approach, Learning Motivation, *Professional Continuing Education, Program Content, Religious Organizations, Theological Education Continuing education of the clergy includes, in addition to theological education, sociocultural disciplines, training in professional skills, and personal development. Institutional provisions are many and varied— theological schools, universities and colleges, conference and study centers, institutes, interseminary centers, denominational boards, and interdenominational organizations. The question of who has responsibility for providing it is debatable; a strong case can be made for seminaries but it might be a peripheral interest and a financial strain. It has been suggested that an interseminary approach—already undertaken with some success—seems better; residential study has advantages over other programs, as shown by the "Tower Room Scholars" (Union Theological Seminary in Richmond), the "Seabury Fellows" (Seabury-Western Theological Seminary, Evanston), and others; there should be some association with, or in the setting of, a good university. A minister may be motivated by a career or identity crisis or by the authority of hierarchical jurisdictions. Denominational or interdenominational boards should publicize evaluative criteria for judging programs, provide financial support, and act as intermediary between the agencies and the ministers. (EB)

ED 042 082 AC 008 045
A Study of Educational Components of Community Action Programs.

Computer Applications, Inc., Silver Spring, Md.

Pub Date 69

Note—215p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-189-176, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Action Programs (Community), *Agencies, Community Resources, Comparative Analysis, *Disadvantaged Groups, *Education, *Educational Objectives, Educational Strategies, Interagency Cooperation, Mobility, Organizational Change, Participation

Information was gathered concerning community action agencies (CAA) educational activities, programmatic activities and organizational interactions both within the CAA structure and between the CAA and other organizations. The study was designed to focus on a comparison between CAA educational activities and specified

Community Action Program (CAP) goals—institutional change; participation of the poor; mobilization of community resources; and advocacy. The operational structure of 17 community action agencies was independently rather than governmentally controlled and administratively centralized rather than decentralized. Leadership characteristics emerged as more professional than nonprofessional, more political than nonpolitical, more traditional than innovative. The five educational strategies presented were: education per se adopted by 6 CAA's, manpower upgrading at 7, socialization-acculturation at 4, direct welfare at 3, and development of power at 3. Tight interaction was established where it was already present. (Author/NL)

ED 042 083

Monge, Rolf H.

Cognitive Changes in Adulthood.

Pub Date 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Adults, *Age Differences, Analysis of Variance, Aptitude, Attitudes, Bibliographies, *Cognitive Processes, Educational Background, *Learning Characteristics, Motivation, Performance, Psychological Characteristics, *Research, Tests, Time Factors (Learning)

Originally prepared for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, Chicago, March 1969, this paper reviews a five year project, begun in 1966, on adult age differences in cognitive performance and learning. One purpose of this project is to determine differences in cognitive abilities, with special reference to items selected as suitable for adults of differing ages; to survey the educational background and skills that younger and older adults bring to learning situations; and to study age differences in learning orientation and other relevant personality characteristics. Another aim is to investigate experimentally the interaction of the above variables with a learner's age in determining learning and performance. Eighteen references are included. (LY)

ED 042 084

Report; Professional Development Committee, National Association for Public School Adult Education.

National Association for Public School Adult Education, Washington, D.C.

Pub Date 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Adult Educators, *Educational Policy, Graduate Study, National Organizations, *Professional Associations, *Professional Continuing Education, Professional Personnel, *Professional Recognition, Program Descriptions

From national, regional, and state associations, colleges, and universities the National Association for Public School Adult Education (NAPSAE) Professional Development Committee requested policy statements relevant to professional development activities and procedures used to improve adult educators. A limited number of what might be defined as policy statements relating to professional improvement were returned; associations tended to provide generalized statements. The sequential procedures provided in graduate programs by the institutions of higher education which sponsored either master's and/or doctoral programs for adult and continuing education were the most definitive. From study and collation of the information, the committee produced two interrelated policy statements and fourteen points of procedure for adoption by the Board of NAPSAE. It recommended professional development through collegiate study, and affirmed its dedication to the professionalization of the field. Procedures include the development of: a nationwide program of fellowships, loans, and internships; a public information system; citizenship leadership teams. (NL)

ED 042 085

Zetterberg, Hans L.

Museums and Adult Education.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 69

Note—89p.

AC 008 095

Available from—Augustus M. Kelley, Publishers, 24 East 22nd St., New York, N.Y. 10010

Document Not Available from EDRS.

Descriptors—*Adult Education, Community Relations, *Educational Programs, Exhibits, Guides, Innovation, International Organizations, *Museums, Program Descriptions, Program Evaluation, Publicize, Scheduling

Identifiers—Mexico, Moscow

Museums went through many changes before the principle of free public access was established. At first restricted to very special publics, access was later allowed to scholars, then to artists, and finally to the general public; the educational services of the museums developed simultaneously. Museums have the problem of meshing these new educational activities with the traditional scholarly activities. They are already caught up in the movement of adult education. Since this is very different from education for the young, the museum director should separate and approach differently his work with adults and with youngsters. Labels must be made easily understandable; circulation of adults can be arranged according to the principle of progressive self-selection. A museum should see that guides are knowledgeable but allow them to have a variety of styles of presentation. It may advertise its exhibits through the mass media, through work with organizations, or through direct mail. There should be some effort to evaluate the educational impact of a museum event. (Appendixes include a description of educational activities of the Polytechnical Museum in Moscow and of adult education in museums in Mexico.) (NL)

ED 042 086

Geeslin, Robert Hawk

The Field Test of a Material for Teaching Reading and the General Knowledge Area of Adult Basic Education: An Experimental and Descriptive Study.

Florida State Univ., Tallahassee.

Pub Date 69

Note—105p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-16, 327, MF \$3.00, Xerography \$5.20)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Adult Basic Education, Doctoral Theses, Educational Innovation, Evaluation, *Experiments, *Instructional Materials, Instructional Program Divisions, *Material Development, *Participant Satisfaction, Reading Ability, Research, Specialists, Student Teachers, Teachers

The purpose of this Florida study was to field test experimental multi-level materials for teaching reading and the subjects that make up the general knowledge area of adult basic education. The pre-publication edition of the experimental material was compared to traditional materials by: (1) differences in gain in reading ability, (2) acceptance by students, (3) by teachers, (4) by teachers in training, and (5) by experts. Two achievement studies were conducted. Experimental mortality in the first study was too great to allow generalizations. The second study found no statistically significant differences in achievement between students using the experimental material and those using traditional materials. Students accepted the experimental material as well as any traditional material (and better than one); teachers accepted it as equal to, or more adequate than, traditional materials; teacher-trainees accepted it more favorably; and 11 experts rated the materials more favorably than any of the traditional materials used for comparison. Findings imply that the published edition of the material would adequately teach reading skills and would be accepted by students, teachers, teacher-trainees, and experts. (Author/NL)

ED 042 087

Mann, Opal

Influences of the Kentucky Cooperative Extension Home Economics Program. Part I.

Kentucky Univ., Lexington. Cooperative Extension Service.

Pub Date [68]

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Group Membership, *Home Economics Education, *Homemakers Clubs, Information Sources, Interviews, Leadership, *Participant Characteristics, Publicize, Questionnaires, Recruitment, Regional Pro-

AC 008 163

grams, *Rural Extension, *State Surveys, Statistical Data, Teaching Methods
Identifiers—*Cooperative Extension Service, Kentucky

In planning a reorganization of the Kentucky Cooperative Extension Service by re-grouping counties, a statewide study of home economics education was made to determine the audience for the programs, methods by which audiences were reached, and differences between members of homemakers clubs and nonmembers. Interviews were held with a 5% random sample of members and a like number of nonmembers with similar characteristics and interests. Questionnaires were mailed to extension agents in the 116 counties with the program. Findings varied widely among the areas but the typical club member was found as likely to live in an urban area as on a farm, to be 45-64 years of age, to have completed high school but not usually college. She is married and not likely to be divorced or separated as the average Kentucky woman. Her husband's most frequent occupation is farming. She tends not to have dependent children. She is not likely to be employed outside the home; if employed, it is usually part-time clerical work. She has been a member of the club for 10 or more years. Findings indicate that the clubs must attract new members; they must be able to meet the changing needs of families and individuals in both rural and urban areas of the state. (Tables and charts are included.) (EB)

ED 042 088

AC 008 221

Stein, Leonard S.

Continuing Education for Priests; The First Year 1968-69.

Saint Louis Univ., Mo.

Report No.—RR-1

Pub Date Mar 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Age Groups, Catholics, *Church Related Colleges, Clergymen, Curriculum, Enrollment, Ethical Instruction, *Moral Issues, *Priests, *Professional Continuing Education, *Religious Education, Scheduling, Seminars, Status, Universities

Identifiers—Saint Louis University

For the 1968-69 school year, the School of Divinity at Metropolitan College of the St. Louis University initiated a systematic continuing education program for priests consisting of four courses: Current Moral Problems; Modern Priestly Spirituality; Institutionalism and Conscience; and Liturgical Celebration. In autumn 30 priests provided 35 registrations. Eleven of these enrolled in the spring along with another 30 for a total of 41 priests and 44 registrations. The majority of the priests (73%) were parish priests, the remainder were diocesan officials, seminary or academy teachers, hospital chaplains, etc. The most popular course was Institutionalism and Conscience—indicating local clergy confidence in the University's School of Divinity as an important intellectual resource in the fulfillment of religious duties. No strong correlation appeared between status, location, age, and course choice or number of registrations. On the basis of the limited analysis the School of Divinity has laid a foundation for a successful continuing education program. (PT)

ED 042 089

AC 008 269

Pope, Edward V.

Human Relations in Training Aides—A Guide for Extension Agents.

Department of Agriculture, Washington, D.C.

Federal Extension Service.

Report No.—HE-38

Pub Date Jul 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Disadvantaged Groups, Guides, *Homemaking Education, Home Visits, *Human Relations, Interpersonal Competence, Living Standards, Motivation, Nutrition Instruction, Recordkeeping, Role Playing, *Rural Extension, Self Esteem, *Subprofessionals, Teaching Techniques

Identifiers—Cooperative Extension Service

This guide contains information helpful to an extension agent preparing nutrition aides for their visits with low income homemakers. It describes important attitudes and the reasons for them in families with whom the aides will work; and suggests ways to create feelings of trust and respect between aides and family members, and

techniques aides can use to set the stage for and improve their teaching. The main emphasis is placed on motivating homemakers to want to improve family living practices. Some of the topics discussed are: helping homemakers feed their families better, overcome loneliness, build self esteem, and gain confidence in themselves; and gaining homemakers' confidence and trust. Reports are included of seven home visits, with suggestions for role playing. This guide supplements PA-681, Training Home Economics Program Assistants to Work with Low Income Families. (AC 002 619). (PT)

ED 042 090

AC 008 281

Adult Basic Education in Maryland. An Analysis of ABE Program Efforts on the State and Local Level.

Greenleigh Associates, Inc., New York, N.Y.

Pub Date Apr 70

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Adult Basic Education, Educational Finance, *Field Studies, Interagency Cooperation, Needs, Policy Formation, Program Administration, *Program Evaluation, *Program Improvement, *State Programs, Statistical Data

Identifiers—*Maryland

A field study by Greenleigh Associates of the state and local adult basic education (ABE) program in Maryland found in part that: (1) 3% of educationally disadvantaged groups participated in ABE and less than 1% achieved an 8th grade level education through ABE; (2) inconsistencies were noted at the state level between actual operational procedures and stated policy of the State Department of Education; (3) the Adult Education Unit of the Department of Education was grossly understaffed; (4) of the money allocated for the program in FY 1969, the Federal share was 84%, the local share 15% and the state share was 1%, (the latter covered only the state office operation); (5) mechanisms for adult basic education policy decision making were unclear to a number of persons at all levels making innovation difficult; and (6) adult basic education programs at the local level vary widely due to inadequate planning, an absence of commitment and lack of direction from the State Department of Education. Twenty specific recommendations are made to rectify weaknesses of the program. (DM)

ED 042 091

AC 008 294

Draper, James A., Comp. Yadao, Fausto, Jr.,

Comp.

Degree Research in Adult Education in Canada, 1969.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Adult Education.

Pub Date 69

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Adult Basic Education, *Adult Education, *Directories, *Doctoral Theses, Educational Television, Leadership, *Masters Theses, Parent Education, Participation, Professional Continuing Education, Public Affairs Education, Public School Adult Education, *Research, Technical Education, University Extension, Vocational Counseling

Identifiers—*Canada

The second annual review of Canadian degree research on adult education, this work describes ten master's and doctoral studies completed in 1969, and 22 others still in progress. The degree and institution are noted for each, followed by the date of acceptance or estimated completion, statement of the problem or objective, methods used, findings (where applicable), name(s) of advisor(s), and addresses from which further information and/or copies can be obtained. Such concerns as adult basic and public school adult education, university extension, administration, dropout characteristics, literacy, professional continuing education, human relations training, leadership, vocational counseling, parent education, technical education, and public affairs broadcasting are represented. Four tables and an author and title index are included. (LY)

ED 042 092

AC 008 359

Whitlock, Derek A., Ed.

Adult Education in Australia.

Pub Date 70

Note—300p.

Available from—Pergamon Press, Inc., Fairview Park, Elmsford, N.Y. 10523 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Educators, Bibliographies, Books, Comparative Education, Educational Radio, Educational Trends, Extension Education, Government Role, Historical Reviews, Mass Media, Military Personnel, Research, Residential Programs, Rural Extension, Science Education, Voluntary Agencies

Identifiers—*Australia

This evaluative national survey begins with a brief historical review of Australian adult education, followed by its current (1968) profile and features of the overall educational system. The next six chapters consider the role played by universities, Federal and state governments, the Workers' Educational Association and other voluntary organizations, educational radio and television, rural extension, and the nation's emerging residential adult education movement. Professional refresher courses, aboriginal adult education, and other provisions for special groups are noted, as well as adult educator training and research, educational implications of the book publishing and mass media industries, educational opportunities in the Australian Army, university level external (off campus) study, and the 1966-67 crisis caused by the Australian Universities Commission recommendation that universities abandon participation in adult education. The last five chapters present comparisons with adult education in New Zealand and overseas, impressions of Australian adult education by Canadian adult educator J. Roby Kidd, issues in science education, and an assessment of future trends and opportunities. The document includes chapter bibliographies and five charts and tables. (LY)

ED 042 093

AC 008 360

An Evaluation Study of Adult Basic Education in Maine.

Maine Univ., Orono. Div. of Continuing Education.

Pub Date Jul 69

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—Administrative Personnel, *Adult Basic Education, Adult Education, American Indians, Counselors, Educational Needs, Functional Illiteracy, Inservice Teacher Education, Program Administration, *Program Evaluation, Questionnaires, Reading Tests, State Departments of Education, *State Programs, *Surveys, Teachers

Identifiers—*Maine

An evaluation study of adult basic education in Maine (ABE) was made by the University of Maine's Continuing Education Division. It was found that during FY 1968-69 ABE programs had reached 1034 persons of a potential ABE population of 88,539. Chapter I summarizes the findings and recommendations. Chapter II presents the design of the study. Chapter III discusses the extent of illiteracy in Maine. Chapter IV examines the administration of Adult Education by the State Department of Education. Chapter V examines the local administration of ABE. Chapters VI-IX examine the role of and feedback from the ABE teachers, counselors, students, and administrative personnel. Chapter X discusses in-service training opportunities for ABE teachers. Chapter XI examines a proposed ABE program for the Passamaquoddy Indians. Appendices include the ABE Evaluation Project Visitation Schedule, and the reading tests used on the local level. (DM)

ED 042 094

AC 008 361

Smith, G.A.

Evaluation of the Chiduku Literacy Project: An Abridged Report (Incorporating A Preliminary Report ...). A Micro-Study of Rural Illiteracy in the Tribal Trust Lands of Rhodesia.

University Coll. of Rhodesia, Salisbury.

Pub Date Jul 70

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Acceleration, *Adoption (Ideas), Adult Literacy, Arithmetic, *Developing Nations, Educational Innovation, Extension Agents, Farm Accounts, Field Crops, *Followup Studies, Home Economics, *Literacy Education, Livestock, Program Evaluation, Recordkeeping, Research Methodology, *Retention, Rural Areas, Tribes

Identifiers—*Rhodesia

A full-time literacy course was held during August and September, 1969, in the Chiduku Tribal Trust Land (Rhodesia). The purpose was to assess the feasibility of teaching illiterate adults the 85 lessons of the primer in an intensive course and to see if it was then possible to teach them how to keep simple farm and household records and accounts as the basis for a follow-on program. A longitudinal study was made of the new literates six months after the course. The purpose was to determine if the newly acquired literacy had become "functional" through the keeping of records under the supervision of the local agricultural demonstrator, if literacy had been retained (or to what extent), and if literacy was related to individual "modernization" level as seen in adoption of improved practices. The general impression from limited test results is that those who completed the primer managed to maintain but not improve reading and writing skills and that literacy input and the adoption of improved crop and home economics practices were positively related. The full-time approach seems feasible and offers definite advantages compared with the organization of part-time classes in rural areas. (EB)

ED 042 095 AC 008 362

Blindert, H. Dieter
Experiments in the Establishment of Verbal Behaviors in Children through the Training of Mothers in Behavior Modification.

Rochester Univ., N.Y.

Pub Date 69

Note—218p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-2848, MF \$3.00, Xerography \$9.90)

Document Not Available from EDRS.

Descriptors—*Behavior Change, Behavior Development, *Children, Doctoral Theses, Educational Programs, Mothers, Parent Child Relationship, *Parent Education, Research, Teaching Procedures, Teaching Styles, *Verbal Development, *Verbal Operant Conditioning

Where verbal deficits exist in children, one method of exceptional promise uses operant conditioning techniques to establish and modify verbal behavior. Modifications and extensions take place as the function of direct interaction between an experimenter and the child. Assuming that ideal teachers for such children, given the availability of teaching time, and familiarity with behavioral consequences for her child, would be the mother, a study was made whose objective was to develop a training program for the mother in the use of operant conditioning techniques. In four cases a mother was introduced to contingency management, and familiarized with behavioral analysis of verbal and vocal topography and function. She was then taught to apply these instructions to the specific problems of her child, so that she and the experimenter actually taught the child. After each case study the author's teaching procedure was modified so as to develop a program which incorporated the discoveries and results of the four case studies with respect to the goal. The resulting strategies represented an actual procedure which, if administered as directed, had a very high probability of resulting in the predestined behavioral changes in a mother and consequently in her child. The program was administered to a fifth case to demonstrate its validity. (Author/PT)

ED 042 096 AC 008 363

Butman, Robert Willis

The Effect of Different Strategies for Use of the Demonstration Project on the Diffusion of Social Practice Innovations.

Michigan Univ., Ann Arbor.

Pub Date 69

Note—135p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-4043, MF \$3.00, Xerography \$6.40)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), Age, Alcoholism, Crime, Delinquency, *Demonstrations (Educational), *Diffusion, Doctoral Theses, Emotionally Disturbed, *Innovation, Investigations, *Mental Health, Mental Illness, Mental Retardation, *Organizations (Groups), Social Services

Identifiers—National Institute of Mental Health

The problem, "What makes the demonstration an effective technique for promoting the use of

innovation," was examined in a pilot study of a sample of 30 projects funded by the National Institute of Mental Health as demonstration research projects. The projects were spread over the states of Illinois, Ohio, Michigan, Wisconsin, and Indiana. Each project prepared a mental health innovation for adoption by target organizations, or organizations where its use would be appreciated. The projects involved innovations in a wide variety of mental health areas—aging, alcoholism, crime and delinquency, emotionally disturbed children, mental retardation, rehabilitation of mental patients, and prevention of mental illness. Analyzed data consisted of proposals sent to the funding agency and other project documents, final reports, and responses from project participants about their experience. Responses were obtained by direct interviews at project sites. Evidence of adoption by target organizations aware of the demonstration was indicative of diffusion. Based on the findings it was concluded that widely divergent approaches to demonstration can result in diffusion of innovations, and that the amount of diffusion for each approach depended on how free project personnel were to perform their tasks. (Author/PT)

ED 042 097 AC 008 364

Carbuhn, Wayne McKinzie

Job Corpsmen Selection and Prediction of Successful Completion of THE General Education Development (GED) Program at Clearfield Urban Job Corps Center.

Utah Univ., Salt Lake City.

Pub Date 69

Note—121p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-3391, \$3.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Academic Performance, Age Differences, *Disadvantaged Youth, Doctoral Theses, Ethnic Groups, Individual Characteristics, Investigations, *Prediction, Race, Reading Level, Selection, Skill Centers, Social Adjustment, *Testing, *Test Validity

Identifiers—General Aptitude Test Battery, General Educational Development Test, Job Corps, Stanford Achievement Test, Utah

This investigation, conducted at Clearfield, Utah, Job Corps Urban Center, attempted to help the Advanced Education Department select and predict the performance of corpsmen who would attempt the General Education Development (GED) test (high school equivalency). Previous selection procedures were cumbersome, confusing, and with a high attrition rate. The specific problems investigated were: nature of relationship between corpsmen educational performance and their demographic-biologic data, test data, and social behavior; satisfactory reading grade level for selecting corpsmen; the Advanced Level of the Stanford Achievement Test (SAT) as a satisfactory predictor of performance on the GED test; and the contribution of the General Aptitude Test Battery (GATB) in the selection, and whether this warranted its inclusion in the pre-GED selection battery. Of the 319 corpsmen who began the study, 157 completed the GED test with 128 passes. The results indicated that while age was not significant, ethnic group classification was an important factor in passing the GED test. Highest grades completed in school and other demographic-biologic data and social adjustment ratings were neither reliable indicators of level of academic achievement, nor useful in differentiating the successful from the unsuccessful corpsmen in the program. (Author/PT)

ED 042 098 AC 008 365

Cotnam, John Dale

Variance in Self-Report Measures of Disadvantaged Young Adults as a Function of Race and Stated Purpose of Testing.

Rochester Univ., N.Y.

Pub Date 69

Note—158p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-2928, MF \$3.00, Xerography \$7.40)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Bias, *Competitive Selection, *Disadvantaged Youth, Doctoral Theses, *Examiners, Investigations, *Racial Differences, Racial Integration, Self Concept, Self Evaluation, *Social Rein-

forcement, Testing, Work Attitudes, Young Adults

The study investigated the differential effects of subjects' race, examiners' race, and stated purpose of testing upon self-report measures of disadvantaged young adults. A sample of students enrolled in a Manpower Development and Training Center participated. A black, and a white, examiner administered self-report instruments to 40 black and 40 white subjects, randomly assigned to four racially integrated testing groups. The self-report measures encompassed self concept, work values, and purported educational attainment. Several self concept scales, a work values inventory and a personal data sheet were administered to the subjects. The examiners read a "helping" statement of purpose emphasizing the use of the results for the subjects' self understanding in two of the groups. A "competitive" statement of purpose implying the use of the results for job placement was read to the other two. It was hypothesized that examiners of unlike race would represent a "threat" to the subjects, and that competitive statements would prompt greater self favoring bias. Based on the results it was concluded that self favoring bias occurred for both black and white students. Black and white examiners represented different demand characteristics to subjects of both races, but there was no evidence that examiners of unlike race were a threat to the subjects of either race. (Author/PT)

ED 042 099 AC 008 366

Jensen, James Otto

An Analysis of the Effect of Instructor Authoritarianism and Democracy upon Adult Achievement in Management Development Courses.

Iowa Univ., Iowa City.

Pub Date 69

Note—331p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-4376, MF \$4.25, Xerography \$15.10)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Adult Learning, Age Differences, *Authoritarianism, *Democratic Values, Doctoral Theses, Educational Background, Investigations, Learning Motivation, Management Development, Personality, Short Courses, Statistical Analysis, *Teaching Styles, Teaching Techniques, Work Experience

The purpose of this investigation was to determine the influence of democratic and authoritarian teaching methods on the efficiency of learning in a short, concentrated management technique course and to develop and test hypotheses regarding the relationship between these teaching methods and the factors of instructor personality, student age, educational background, work experience, reason for attendance, and student personality. Subjects were 96 adults enrolled in four classes in a two week course conducted at an adult education center. Critical factors included teaching methods and the selection of the two instructors. Subjects in two classes were taught by an operationally defined authoritarian teaching method by two instructors, one possessing a potentially democratic personality syndrome, the other a potentially anti-democratic syndrome. The other two classes were taught by an operationally defined democratic teaching method by the same instructors. The instructors were selected on the basis of their scores on the California F Scale. Subjects in all classes performed at essentially the same level of achievement. Age, amount of experience, reason for attending the course, and the subject's personality syndrome did not affect his achievement level. Educational level, however, affected the level of achievement. (Author/PT)

ED 042 100 AC 008 368

Starr, Karl Eugene

Systems Analysis of the Brigham Young University Department of Home Study.

Brigham Young Univ., Provo, Utah.

Pub Date 69

Note—556p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-4693, MF \$7.05, Xerography \$25.20)

Document Not Available from EDRS.

Descriptors—Computer Programs, Correspondence Study, Data Processing, Doctoral Theses,

Information Needs, *Information Processing, *Information Retrieval, Investigations, *Program Administration, *Systems Analysis, Universities, *University Extension

Identifiers—*Brigham Young University

This study was conducted because it was felt that it might provide information leading to specific improvement of the Brigham Young University Department of Home Study; serve as a general pattern for systems studies in other university correspondence departments; and prove to be of value in defining methods that could be applied to educational systems. A comprehensive study was conducted so as to define and describe information needs and processing systems of the department and its personnel; to seek information as to the effectiveness of the systems in providing information needs; and to suggest modifications. There was evidence in the existing system of inefficiency in information processing and storage procedures, of insufficient information retrieval capability, and of general inability of the systems to perform according to operational objectives. A design was proposed for a system suited for programming on an IBM System 360 computer. A PERT network of a proposal for design implementation was also included. (Author/PT)

ED 042 101

AC 008 373

Croll, John A.

The Hannibal Community Survey; A Case Study in a Community Development Technique.

Missouri Univ., Columbia. School of Social and Community Services.

Pub Date 69

Note—32p.; Case Study No. 1

Available from—Cooperative Extension Service, University of Missouri, Columbia, Missouri 65201 (MF 100 9/69/2.5M)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Case Studies (Education), Changing Attitudes, Community Attitudes, *Community Development, Community Involvement, *Community Problems, *Community Surveys, *Evaluation, Publicize, *Public Opinion, Questionnaires, Recreational Facilities, Teaching Techniques

Identifiers—Hannibal (Missouri)

Disturbed by the community's negative attitude toward its prospects for progress, the Hannibal (Missouri) Chamber of Commerce initiated a community self-survey to improve the situation. The questionnaire survey concentrated on felt needs relating to city government, retail facilities and services, recreation, religion, education, industrial development, financial institutions, and community problems and accomplishments in general. Respondents (about 1,500) represented 28% of Hannibal households. As for the most pressing community needs, 97% of respondents mentioned industry and jobs; 49% named recreation; 8%, street improvement; and 6%, sewer improvements. Survey results received wide mass media publicity. In terms of useful information obtained, broadly based community participation, attitude changes toward the community, such tangible improvements as new industry and a municipal swimming pool during the period 1963-68, and other outcomes, the survey was judged a success. (The document includes the questionnaires and a critical review of community development principles as applied throughout the survey project.) (LY)

ED 042 102

AC 008 376

Otto, Calvin P. Glaser, Rollin O.

The Management of Training: A Handbook for Training and Development Personnel.

Pub Date 70

Note—416p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Curriculum Planning, Evaluation Techniques, *Industrial Training, Instructional Staff, *Management Development, *Manuals, Orientation, Production Techniques, Programed Materials, Program Evaluation, *Program Planning, Selection, Supervisory Training, Task Analysis, Training Techniques

Intended as a practical, comprehensive guide to conducting training within an organization, this manual shows how training personnel can create and administer effective programs within the constraints of time, staff, and budget. The first part

covers preparation of training forecasts, selection and training of instructors and other basic program planning responsibilities of training directors. Part 2 covers learning theory, task analysis, curriculum planning, program evaluation techniques, and other conceptual skills and kinds of expertise required by directors. Major techniques and types of training resources (lecture and group discussion, overhead and opaque projectors, films, television, sound slides and filmstrips, simulation, and others) are described in Part 3, followed by suggestions for producing audiovisual materials at low cost. Last come guidelines for applying the principles of program development in employee orientation, job instruction, supervisor training, and management development; and a discussion of technological and other important trends. The document includes charts and photos, footnotes and bibliographies, information sources, and an index. (LY)

ED 042 103

AC 008 379

Annual Amendment to the Tennessee State Plan for Community Service and Continuing Education Programs for Fiscal Year 1971; Title 1, Higher Education Act of 1965.

Tennessee Univ., Knoxville. State Agency for Title 1.

Pub Date Jun 70

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Community Problems, *Community Service Programs, *Federal Aid, *Program Planning, Research Needs, *State Programs, *University Extension, Youth Opportunities

Identifiers—Higher Education Act of 1965 (Title 1), *Tennessee

This document enumerates and discusses needs for community service and continuing education programs in the state of Tennessee. Its contents are based on the Statewide Report drawn up by the State Agency for Title 1 in Tennessee, and on responses to 800 questionnaires mailed to recipients of the Report requesting the identification of other outstanding community problems and examples of new community service programs which could be undertaken. Included are lists of key problems in such areas as employment, youth opportunities, government, poverty, housing, education, recreation, transportation, health, and land use. The establishment of priorities, and the operating philosophy and statewide objectives of the program are covered. Information on proposal submission deadlines, availability of federal funds, and anticipated budget are also included. (MF)

ED 042 104

AC 008 380

Dean, Gary S., And Others

Regional Medical Program; Guidelines for Evaluation.

University of Southern California, Los Angeles. School of Medicine.

Pub Date Mar 68

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Data Collection, Educational Objectives, *Evaluation Techniques, Federal Legislation, *Physicians, Preventive Medicine, *Professional Continuing Education, *Program Evaluation, Public Health, Regional Programs, *Research Methodology, Training Objectives

Identifiers—Public Law 89-239

This set of guidelines was written to provide a systematic explanation of the process of evaluation applied to Regional Medical Programs, as required by Public Law 89-239. Goals of the programs are the improvement of health care of patients suffering from heart disease, cancer, stroke and related diseases and improvement in the practice of health professionals. The first step in evaluation is the development of objectives—both immediate and long range. The second phase is the selection or design of measuring instruments or the design of other procedures to collect data that will lead to evidence for evaluation. Next comes the collection of data—from the health professional as a participant in a learning experience and as practitioner, and also from society. The fourth phase is analysis of the data; then judgment is made of how well objectives have been met. (A checklist is included; an appendix gives examples of decisions and modification.) (PT)

ED 042 105

AC 008 385

Kivlin, Joseph E. And Others

Communication in India: Experiments in Introducing Change.

Pub Date May 68

Note—61p.

Available from—The Department of Communication, Michigan State University, East Lansing, Michigan 48823

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Adoption (Ideas), *Agriculture, Communication (Thought Transfer), Comparative Analysis, *Developing Nations, *Diffusion, *Farmers, *Innovation, Investigations, Literacy Education, Program Effectiveness, Radio

Identifiers—*India

A study undertaken in India on the diffusion of innovations compared 108 villages on factors which affect adoption of agricultural innovations, and then made comparisons of the adoption behavior of 680 Indian farmers. The third phase of the project compared the effectiveness of radio farm forums and adult literacy classes for communicating information. The two villages using radio farm forums showed significantly more progress than either the two villages with literacy classes or the two control villages. There was some tendency for literacy villages to show more progress than control villages, but differences were usually not statistically significant. It was concluded that a well-run radio farm forum should result in rather immediate accelerated development, and that literacy programs should be considered either as a long-term investment in development or as a social welfare measure. (MF)

ED 042 106

AC 008 386

The Health Educator Aide Program for Ghetto Areas.

Public Health Service (DHEW) Cincinnati, Ohio. Consumer Protection and Environmental Health Service.

Pub Date 68

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Changing Attitudes, Disadvantaged Groups, Ghettos, *Health Education, Health Personnel, Home Visits, Housing, Indigenous Personnel, Motivation, Physical Environment, Public Health, *Sanitation Improvement, *Sub-professionals, *Urban Slums

Identifiers—Chicago (Illinois)

The Health Educator Program provides for indigenous personnel as communication links with residents of urban slums; they visit the homes and teach basic principles of cleanliness and health. Frequently their work involves relationships between landlord and tenant or cooperation with other city departments. A pioneer program in Chicago was so successful as a communication system that the concept of Health Educator Aides is expanding in other directions. The person-to-person approach is an important but simple approach to ghetto problems but the program needs the support of overall city efforts and should be administered by a permanent community agency. (DM)

ED 042 107

AC 008 389

Price, Jay R.

Selected Factors Related to Selective Service Rejection and Rejection Rate in Delaware (1967): A Study of the Characteristics of Young Men Failing to Meet Mental Qualifications for Military Service.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Jun 70

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Academic Achievement, Dropouts, Expenditure Per Student, *Failure Factors, Family Income, High Schools, Individual Characteristics, *Military Service, Negroes, Parental Background, *Qualifications, Race, Research, *Selection, *Socioeconomic Influences, Youth

Identifiers—Armed Forces Qualifying Test, Delaware

This study sought information about selective service rejection in Delaware, specifically rejectee characteristics, reasons for rejection, and the high rejection rate in Delaware. The basic design was a modified case study method in which a sample of individual records were examined. Differences

between this sample and national samples were tested by Chi Square. The Fisher Exact Method was used to test relationships between rejectee characteristics. Four fifths of the rejectees were IV-F. The Fisher test revealed that: (1) the relationship between the rejectee's educational level and that of his parents approached significance; (2) there is a strong relationship between high school program and dropping out; (3) no significant relationships were found between educational level and social behavior, educational level and race, and educational program and social behavior. Socioeconomic factors were highly related to rejection as suggested by the high correlation between rejection and the number of Negroes examined, the number of households with income below \$5000 and per-pupil expenditure in the schools. It is recommended that Delaware revise its public school curriculum so as to emphasize special help to disadvantaged groups and the racial minorities. (DM)

ED 042 108 AC 008 390

Stewart, R. Calvert

An Evaluation of the Educational Effectiveness of Selected ABE Materials.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 68

Note—192p.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors—Academic Achievement, *Adult Basic Education, Bibliographies, Check Lists, *English (Second Language), *Evaluation, Illiterate Adults, *Instructional Materials, Instructional Staff, Observation, Participant Characteristics, Post Testing, Pretests, *Reading Instruction, Spanish Speaking, Teaching Techniques

Identifiers—Mott Basic Language Skills Program, Sullivan Programmed Reading for Adults

Conducted in Wisconsin, this study evaluated two literacy programs—the Mott Basic Language Skills Program and the Sullivan "Programmed Reading for Adults"—in order to develop a more effective adult basic education (ABE) curriculum. Attention was also given to relationships between selected student characteristics and measured improvement in reading abilities, component parts of the adult literacy systems and the relative effectiveness of components as judged in observations of student reactions and progress. Pretest and posttest measures of selected primary reading skills were given to 42 Spanish speaking, functionally illiterate adults who were learning English as a second language. Qualified ABE instructors were obtained who were not acquainted with or biased toward either the Mott or the Sullivan system, and who would teach them as independent and separate treatments. The Mott and the Sullivan system both proved effective in teaching the subject English as a second language. Motivation to learn, and initial speaking ability in English, were also highly significant to success. (The report includes a bibliography, 39 tables, observation forms, an evaluation checklist, and excerpts from Mott Basic Language Skills and the Sullivan programmed reading system.) (LY)

ED 042 109 AC 008 394

The University of South Florida's Learning Center for Personal Employability. Final Progress Report.

University of South Florida, Tampa.

Pub Date 68

Note—263p.

EDRS Price MF-\$1.00 HC-\$13.25

Descriptors—Attendance, Curriculum, *Educationally Disadvantaged, Ethnic Groups, Females, *High School Graduates, Instructional Staff, Job Placement, Males, Participant Characteristics, *Prevocational Education, *Program Evaluation, Recruitment, Testing, Vocational Counseling

Identifiers—Florida

Conducted in Greater Tampa, Florida, from July 1966 through July 1968, this project was an effort to help unemployed or underemployed high school graduates aged 17-25 to acquire or upgrade work skills. Shorthand and typing courses, the Communications Clinic, and other curriculum elements were designed to correct deficiencies in basic educational and social skills and occupational information, as well as to provide placement services and personal and vocational counseling. Enrollees (516 in all, largely women) were

recruited mainly through neighborhood centers and the Youth Opportunity Center. Trainees were evaluated on standardized tests of intelligence and educational achievement, employee selection instruments used locally, and vocational maturity scales. Innovative practices included hiring by personal interviews instead of written tests, and the use of programed instruction and immediate reinforcement. In terms of placement in meaningful jobs, encouragement of realistic aspirations, successful use of teachers with both work and teaching experience, impact of the Communications Clinic on verbal and nonverbal performance, and changes in local employment practices after businessmen had used the Tampa learning centers for interviewing, testing, and hiring, the project seemed to be particularly effective. (LY)

ED 042 110

AC 008 397

Oliver, Leonard P.

Title I of the Higher Education Act of 1965: Its Promise and Performance. Abstract of a Dissertation ...

Chicago Univ., Ill.

Pub Date Jul 70

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Adult Education, Attitudes, Community Service Programs, Doctoral Theses, *Federal Legislation, *Higher Education, Historical Reviews, Investigations, Perception, Policy Formation, Problems, Program Administration, *Program Evaluation, *University Extension

Identifiers—Higher Education Act of 1965 (Title I)

This work examined the origins of Title I, Higher Education Act of 1965; and evaluated the status of its continuing education and community service programs as seen (1969) by administrators and others active in the program. The struggle for Federal aid to higher general education began with a general extension bill introduced into Congress in 1940. Title I finally emerged in 1965, not as general extension, but as a plan to solve community problems by strengthening continuing education and extension methods. Most survey respondents' general reactions to Title I were favorable, but half thought the program would have trouble surviving. About 2/3 cited increased institution community involvement as a major outcome; over half felt Title I had helped solve some acute community problems. However, interpretations of Title I varied widely, and the act itself was unclear as to who should set program priorities. Special problems in funding, advising, and administration were also noted. (This doctoral thesis will be available from the Dept. of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637.) (LY)

ED 042 111

AC 008 399

McClure, Joseph H.

Merit Systems and New Careers.

Social Development Corp., Washington, D.C.

Pub Date Feb 70

Note—17p.

Available from—Social Development Corp., 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Disadvantaged Groups, Employment Opportunities, *Employment Qualifications, Employment Services, Government (Administrative Body), Guides, *Job Development, *Occupational Mobility, *Personnel Selection

Identifiers—*New Careers

Prepared under authority of the Economic Opportunity Act, this paper gives guidelines on developing jobs and new careers for the disadvantaged within Federal, state, and local government merit systems. Typical personnel structures are described, followed by elements of merit evaluation and selection, staffing and classification, characteristics of merit systems, steps in initiating action and securing approval, and basic approaches to creating New Careers job descriptions and structures within merit system agencies. Four diagrams are included. (LY)

ED 042 112

AC 008 400

New Careers Job Development.

Social Development Corp., Washington, D.C.

Pub Date Nov 69

Note—47p.

Available from—Social Development Corporation, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (single copies free)

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Bibliographies, *Disadvantaged Groups, *Employer Attitudes, *Human Services, *Job Development, Management Education, Manuals, Motivation, Occupational Mobility, *Personnel Policy, Program Planning, Task Analysis, Training

Identifiers—*New Careers
Prepared under authority of the Economic Opportunity Act, this manual is designed as a "how to do it" guide to job development for the disadvantaged, and is intended for public agencies responsible for planning New Careers programs in a community. Basic objectives and requirements of New Careers are noted. Attention then turns to the process of choosing user agencies; strategies for enlisting the cooperation of an agency head; the value of New Careers as a personnel management technique; ways of overcoming resistance to it; presentation of New Careers to key agency executives; functions of an agency New Careers coordinator; use of innovative study groups to involve agency staff in planning for New Careers; task analysis by implementation study groups; and desired results in terms of agency commitments. Charts, photos, and five references are included. (LY)

ED 042 113

AC 008 401

New Careers Police-Community Relations.

Social Development Corp., Washington, D.C.

Pub Date 69

Note—50p.

Available from—Social Development Corporation, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (single copies free)

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Disadvantaged Groups, Indigenous Personnel, Inner City, *Job Development, Police, *Police Community Relationship, Program Descriptions, *Program Planning, Recruitment, *Subprofessionals, Training

Identifiers—Los Angeles (California), *New Careers

Prepared under authority of the Economic Opportunity Act, this New Careers report offers suggestions on how police departments can improve relations with inner city disadvantaged residents (usually minority groups) by using hard core unemployed community members to close the information gap on both sides, provide community services, relieve the police manpower shortage, and provide career employment. Conventional police aide recruitment methods are judged and found lacking, mainly for failure to attract persons—notably those with police records—who are most likely to have acceptance and influence among the hard core. Steps in training and job development are outlined, followed by a successful police community relations aide program in the Los Angeles Police Department. (LY)

ED 042 114

AC 008 402

Wilson, Michael

Merit Systems: Hiring the Disadvantaged.

Social Development Corp., Washington, D.C.

Pub Date Apr 70

Note—19p.

Available from—Social Development Corp., 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Agencies, Bibliographies, *Disadvantaged Groups, Employment, *Employment Qualifications, Government (Administrative Body), Human Services, *Job Development, *Personnel Selection, Recruitment, *Subprofessionals, Testing, Training

Identifiers—*New Careers, Worker Trainee Examination

Prepared under authority of the Economic Opportunity Act, this New Careers manual deals largely with specific personnel functions in which manpower project directors and staff members can work closely with government officials—state and local as well as Federal—to alter public service merit system requirements as they affect disadvantaged groups. Such aspects as job redesign, recruitment, training, examinations and written tests, alternative selection methods, and eligibility standards in general, are discussed. Nine references are included. (LY)

ED 042 115

AC 008 410

Rucks, Carlos Alberto

Adoption of Improved Agricultural Practices in Uruguay.

Wisconsin Univ., Madison.

Pub Date 69

Note—273p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-3682, MF \$4.00, Xerography \$12.40)

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), *Agricultural Education, Analysis of Variance, Bibliographies, Control Groups, Correlation, Demography, *Diffusion, Doctoral Theses, *Experimental Groups, Information Sources, Models, Participation, Research, *Rural Extension, Socioeconomic Background, Socioeconomic Influences

Identifiers—*Uruguay

Conducted in Uruguay during 1965-68, this study compared adoption rates for selected agricultural practices between one area which received an extension program and one which did not; and sought relationships between selected characteristics of individual farmers and the adoption of new practices. Data came from interviews with 69 experimental and 50 control subjects. Adoption was assessed in relation to 21 independent variables. These were among the conclusions: (1) the recommended practices were technically appropriate; (2) sunflower and cultivated pasture projects in the experimental region contributed effectively to adoption; (3) socioeconomic characteristics, use of personal information sources (including extension agents), were significantly related to adoption behavior, but demographic characteristics were not; (4) farmers' self-perception of innovativeness and economic land classification, extension agents' perception of the amount of extension work and local propensity to change, and the adoption model developed for the experimental region, can all be used in predicting adoption; (5) farmers who are most likely to adopt recommended farm practice can be identified. (LY)

ED 042 116

AC 008 411

Mian, Hidayat Ullah

Determination of Guidelines for the Extension Educational Leadership Function of the College of Agriculture, West-Pakistan Agricultural University, Lyallpur, Pakistan.

Wisconsin Univ., Madison.

Pub Date 69

Note—347p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-16,975, MF \$4.50, Xerography \$16.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Agricultural Colleges, Bibliographies, Cultural Factors, Curriculum Planning, *Developing Nations, Doctoral Theses, Evaluation, Extension Agents, Historical Reviews, Models, *Professional Education, Research Needs, Responsibility, *Rural Extension, Socioeconomic Influences

Identifiers—*West Pakistan

Focusing on basic instruction, inservice training, research, and coordination of functions and personnel, this study used a theoretical model approach to develop guidelines for more effective extension educational operation and leadership by West Pakistan Agricultural University. A brief analysis of the cultural and socioeconomic situation in West Pakistan served as a basis for the model. Recommendations included a combined, interdisciplinary approach to formal training in extension education; competency needs as the chief criterion in curriculum planning; an appropriate combination of agricultural technology and extension methodology; specialization in technical fields with courses in extension education and supporting subjects; initiative by the University to coordinate activities and organize inservice training for extension personnel; and interdisciplinary research that adequately supports field extension and other extension activities. (LY)

ED 042 117

AC 008 413

Allerhand, Melvin F. And Others

A Study of Impact and Effectiveness of the Comprehensive Manpower Project of Cleveland (AIM-JOBS), Vol 1, Summary Vol 2, Technical Report, Vol 3, Appendices.

Case Western Reserve Univ., Cleveland, Ohio.

Pub Date Dec 69

Note—912p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-190-037, PB-190-038, PB-190-039, each priced at MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attendance, Bibliographies, Changing Attitudes, *Disadvantaged Groups, *Employment Programs, *Inner City, Job Placement, Motivation, Participant Characteristics, Persistence, Program Administration, *Program Evaluation, Questionnaires, Self Concept, *Vocational Followup, Work Attitudes

Identifiers—AIM JOBS, Cleveland (Ohio)

This study investigated AIM-JOBS effectiveness in placing disadvantaged, unemployed Cleveland, Ohio, adults and youth in meaningful jobs; ways in which it might improve its effectiveness; and implications of the first 18 months for other comprehensive employment programs. Data on the 1,865 participants were gathered at the beginning and end of orientation, and again six months after placement on the job. A questionnaire measured aspects of motivation, work related attitudes, self-concept, and conception of work. Biographical and demographic data came from AIM-JOBS files. Major findings included these: (1) work attitudes showed no significant change; (2) initial attitudes and participant characteristics failed to predict job success; (3) long prior unemployment was directly related to inability to maintain steady employment or training program attendance; (4) participants' views of the work climate (largely negative) were unrelated to supervisory ratings; (5) participants rated less reliable tended to stay on the job longer than those rated higher; (6) supervisors rated participants equal to other employees in competence, sociability, and effort, but lower on reliability; (7) 47% of all participants remained in jobs, training, remedial education, or work/training programs the full six months. (LY)

ED 042 118

AC 008 415

Counseling and Interviewing Adult Students.

National Association for Public Continuing and

Adult Education, Washington, D.C.

Pub Date 70

Note—28p.

Available from—The National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Adult Counseling, Adult Educators, *Adult Students, Checklists, *Counseling Effectiveness, Counselors, *Interviews, *Public School Adult Education, Tests

This booklet discusses counseling for adults in the adult school—either by guidance officials or the teacher. The typical counselor interviews students, functions at group meetings, does cooperative placement work, trains other staff, keeps records, and gives tests. When the teacher acts as counselor, he must relate teaching goals to guidance objectives. The effective counselor makes advance preparation, listens carefully, asks one question at a time, is sensitive to helpful clues in the pattern of questions and answers, understands nonverbal communications, and is friendly and interested. (A checklist for teachers of adults and a checklist for students are included.) (PT)

ED 042 119

AC 008 418

Cohn, Haskell, Ed.

Goals for CLE and Means for Attaining Them.

Joint Committee on Continuing Legal Education, Philadelphia, Pa.

Pub Date 69

Note—141p.

Available from—Joint Committee on Continuing Legal Education, 101 North 33rd Street, Philadelphia, Pa. 19104

Document Not Available from EDRS.

Descriptors—Bibliographies, Conference Reports, *Educational Objectives, *Lawyers, *Professional Continuing Education, *Program Planning, *Program Proposals

Discussions at this 1968 annual conference focused on the proposed official draft of standards of fair conduct and voluntary cooperation in continuing legal education (CLE); CLE goals and the means for attaining them; and a proposed program of general courses, possibly compulsory, designed to bridge the gap between study and practice among newly admitted lawyers.

Questions as to the role of the organized bar, the judiciary and other government agencies, law school faculties, and adult educators, were raised, as well as problems in such areas as financing, program content, and educational opportunities. Several recommendations were offered for meeting the above mentioned issues and objectives. (The report includes the abridged conference proceedings, agenda and participant roster, a bibliography, and the combined summary of views from the 1967 conference.) (LY)

ED 042 120

AC 008 419

Shellabarger, Donna J.

Manual for CLE Lecturers.

Joint Committee on Continuing Legal Education,

Philadelphia, Pa.

Pub Date 69

Note—126p.

Available from—Joint Committee on Continuing Legal Education, 101 North 33rd Street, Philadelphia, Pa. 19104

Document Not Available from EDRS.

Descriptors—Attitudes, Instructional Materials, *Lawyers, *Lecture, *Manuals, *Professional Continuing Education, Professional Personnel, Program Planning, Public Speaking, Speech Skills

This manual is designed to help lawyers develop the skills needed to present effective, stimulating continuing legal education (CLE) lectures. It focuses on the particular purpose and nature of CLE lecturing, relationships and interplay of personalities in CLE, commitments and constraints which lecturers should observe, program structure and format, study materials, lecture preparation, and guidelines on the use of phrasing, intonation, timing, humor, body movement, and other techniques. The appendix contains a lecture outline and five hypothetical problems. (LY)

ED 042 121

AC 008 420

Catalog of Continuing Legal Education Programs in the United States. CLE Catalog 10, Spring & Summer 1970.

Joint Committee on Continuing Legal Education, Philadelphia, Pa.

Pub Date 70

Note—236p.

Available from—Joint Committee on Continuing Legal Education, 101 North 33rd Street, Philadelphia, Pa. 19104 (single issues \$10.00)

Document Not Available from EDRS.

Descriptors—Attendance, Audiovisual Aids, Courses, *Directories, Fees, *Lawyers, Organizations (Groups), *Professional Continuing Education, Program Length, Publications, Scheduling, Teaching Techniques, Textbooks, Units of Study (Subject Fields), Universities, University Extension

This nationwide continuing legal education (CLE) directory for spring and summer 1970 contains scheduled and planned programs, publications, and audiovisual aids, together with information about the results (attendance, fees, methodology, and so on) of courses actually presented from July 1 to December 31, 1969. (Entries from Catalog 9 are not repeated except to report a cancellation or other modification.) Data are arranged in color coded sections for each state represented. In each course description, the date and location appear first, followed by the fee, course materials, course description, and the sponsor's coded initials. The letter codes are also used to identify sponsoring universities and organizations for individual courses. The present directory lists 352 courses in 40 jurisdictions. Subject, chronological, and other indexes are provided. (LY)

ED 042 122

AC 008 426

Continuing Education of Women.

Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Report No—CIS-32

Pub Date Sep 70

Note—76p.

Available from—Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Ability, Achievement, Adult Education, *Annotated Bibliographies, Comparative Education, Counseling, Disadvantaged Groups, Employment Problems, *Females, Guidance,

Homemaking Education, Information Sources, Interests, Participation, Role Perception, University Extension, Voluntary Agencies, *Womens Education

This annotated bibliography of about 150 items on women's continuing education begins with descriptions of a newsletter and three bibliographies, followed by documents on sex differences in ability, achievement, and role perception. Four other sections cover employment related interests and needs, women's participation in programs by universities and voluntary organizations, guidance and counseling, low income and otherwise disadvantaged women, and homemaking education activities and needs. Finally, the state of women's education in France, India, Thailand, Tunisia, Australia, the Soviet Union, Chile, Peru, East Africa, and other nations and regions, is reviewed and evaluated. Also included are a list of ERIC/AE publications and instructions for ordering from EDRS. (LY)

ED 042 123 AC 008 428

Welford, A. T., Ed. Birren, James E., Ed
Decision Making and Age.

Pub Date 69

Note—174p.

Available from—S. Karger AG, Arnold-Boecklin-Strasse 25, 4000 Basel 11, Switzerland
Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Age, Bibliographies, Cognitive Processes, Conflict Resolution, *Decision Making, Industrial Personnel, Intelligence, Interaction, Occupations, Personnel Selection, Professional Personnel, *Psychological Studies, Psychometrics, Thought Processes, Training

Drawn from a 1967 conference on gerontology, these 11 papers consider the nature of age changes (for better or worse) in high grade intellectual work and decision making of the kind found in industrial management and comparable walks of life. The first paper draws implications for higher intellectual activities from existing knowledge of age changes in more elementary functions. The next examines how the thought processes and decision strategies of educated men change with age. The next three discuss the interaction of work, health, education, and working conditions with age changes in performance. Still another describes the selection and training of middle aged adults for new work. The remainder deal with relationships among logical structure, language, and thinking, the effects of caution on older adults' perceptual discrimination performance, age differences in ways of resolving interpersonal conflicts, and other topics germane to higher cognitive functioning. Tables, figures, and bibliographies are included. (LY)

ED 042 124 AC 008 441

Paquet, Pierre Belanger, Paul

Evaluation du seminaire d'été, ICD, 1969 (Evaluation of the Summer Seminar, ICD, 1969).

Institut Canadien d'Education des Adultes, Montreal (Quebec).

Pub Date Jun 70

Note—97p; Text in French

Available from—Institute Canadien d'Education des Adultes, 506 est, rue Ste-Catherine, Suite 800, Montreal 132, Quebec (\$2.00)

Document Not Available from EDRS.

Descriptors—*Adult Educators, Bibliographies, *Community Development, Educational Objectives, Evaluation Methods, Models, Participant Satisfaction, *Professional Training, *Program Evaluation, *Seminars, Workshops
Identifiers—Canada

This study described and evaluated a 1969 community development training seminar in the province of Quebec held by the Institute Cooperatif Desjardins, including workshops on such topics as community development ("animation"), economic development, and program planning and administration. Concentrating on the nature and causes of the impact exerted by the community development intervention process, the study evaluated the seminar primarily through interviews with participants and assessments by other community developers and social scientists. The seminar itself was aimed at an exchange of experiences among adult educators in a setting that stressed joint activity. Outcomes corresponding to program objectives and participant expectations, those corresponding to the latter only (sensitivity to group process), and marginal results (mainly personal contacts and trial and

error learning), were examined, as well as efforts at cooperation among workshops and orientation to audiovisual technology. Comparisons of participant expectations and satisfaction, on one hand, with the attainment of basic program objectives, on the other, seemed to show relatively little connection between the two. Various reasons and explanations were suggested. (LY)

ED 042 125 AC 008 442

Nova Scotia NewStart, Inc.; Annual Report, 1969.

Nova Scotia NewStart, Inc., Yarmouth.

Pub Date May 70

Note—69p.

Available from—Nova Scotia NewStart, Inc., P.O. Box 425, 336 Main Street, Yarmouth, Nova Scotia, Canada

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Administrative Organization, Adult Basic Education, Adult Counseling, Annual Reports, Bibliographies, Budgets, *Depressed Areas (Geographic), Expenditures, Income, Job Placement, Job Training, *Manpower Development, Models, Program Administration, Public Relations, Research Projects
Identifiers—*Canada

Focusing on efforts at human resource development among unemployed and/or disadvantaged Nova Scotia adults (especially those in economically depressed areas), the present annual report reviews Nova Scotia NewStart activities begun in 1968 and carried over into 1969, as well as those designed and initiated in 1969 or planned for initiation in 1970. Beginning with a statement of strategy and internal operations, the report deals with interventions by program staff members in adult basic education, counseling, placement, and occupational training; the development of research capability; current research staff operations; public relations; administrative and organizational functions; and the audited financial statement. A statistical and descriptive profile of 35 studies and projects also appears, followed by a projection of expectations for the future role of Nova Scotia NewStart in human resources research and regional economic development. Tables, charts, and ten references are included. (LY)

ED 042 126 AC 008 446

Taylor, John E.

Factors Related to Individual Training.

Human Resources Research Organization, Alexandria, Va.

Report No—Prof-Pap-11-70

Pub Date Apr 70

Note—10p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-706-338, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aptitude, *Individual Instruction, *Military Training, *Program Design, *Research

Identifiers—United States Army

A resume is presented of findings of ongoing research on the designing of strategies for conducting individual training. Studies being done, both in laboratory and operational training settings, are assessing the impact of individual differences, task variables, and training methods on strategy design. The findings are seen as directly relevant to Army requirements for efficient instruction for a training population that now includes large numbers of trainees in all mental categories of the Armed Forces Qualifying Test. Two references are included. (Author/LY)

ED 042 127 AC 008 447

Myers, David Lee

The Effects of Predictive Solutions on Training Time and Post-Training Performance for Control Systems with Human Operators.

Naval Postgraduate School, Monterey, Calif.

Pub Date Jun 69

Note—49p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-706-026, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Bibliographies, Complexity Level, Control Groups, Display Systems, Electronic Equipment, Experimental Groups, Masters Theses, *Military Training, Performance, *Research, *Technical Education, *Time Factors (Learning), *Training Techniques

The effect of predictive solutions on training time (speed) and subsequent performance in a complex manual control system was investigated. A control system with a slow and complex response to the input signals was formulated. Fifty control operators, 25 with the aid of predictive solutions and 25 without, were tested; the mean performances of the two groups were compared. There was a definite improvement in training time, directly proportional to system complexity, when the predictive solutions were provided. Posttraining performance doubled when the solutions were available to the operators. Performance without such help remained inconsistent even after a steady state (average or consistent) performance had been reached. (The report includes flow charts, symbols and abbreviations, 13 tables and figures, and seven references.) (Author/LY)

ED 042 128 AC 008 448

Bayroff, Abram G. Fuchs, Edmund F.

The Armed Services Vocational Aptitude Battery.

Report No—TR-R-1161

Pub Date Feb 70

Note—40p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-706-832, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aptitude Tests, Arithmetic, Clerical Occupations, Correlation, Electronics, *Enlisted Men, Knowledge Level, Mechanical Skills, *Military Training, *Occupations, Perception, Research, *Test Construction, Test Validity, Vocabulary

Identifiers—Armed Forces Qualifying Test

This study identified Army, Navy, and Air Force classification tests which were interchangeable in terms of abilities and aptitudes measured; and sought to develop shortened forms as an alternative interservice test battery which would not require over 2 1/2 hours. Comparability was determined from test intercorrelations in a consolidated sample of 1,200 enlistees each from the Army, Navy, and Air Force, and 300 from the Marine Corps. The sample was stratified on the Armed Forces Qualifying Test (AFQT). Correlation coefficients were corrected first for restrictions on the AFQT and then for unreliability (test retest with alternate forms). Tests of word knowledge, arithmetic reasoning, space perception, mechanical comprehension, shop information, automotive information, and electronics information proved to be interchangeable. The Army Coding Speed Test was chosen as the measure of clerical aptitude. Another test, tool knowledge, was added to provide AFQT scores. Relationships among these tests, and between the tests and the AFQT, were similar to those of the parent tests. (Eleven tables and figures are included.) (Author/LY)

ED 042 129 AC 008 449

Weingarten, Kenneth And Others

Functional Context Training in an Operational System.

Curriculum Study Research and Development Council of South Central Pennsylvania, Palmyra.

Report No—Prof-Pap-8-70

Pub Date Mar 70

Note—14p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-7060337, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Enlisted Men, *Individual Instruction, *Military Training, On the Job Training, Research, *Specialists, Systems Analysis, *Systems Development, *Training Techniques

This paper summarizes planning for research on Work Unit APSTRAT, which deals with the development and testing of training strategies appropriate for various levels of aptitude in operational field training for a variety of military occupational specialty courses. There will be active self-paced individual instruction involving such alternative media as programmed manuals, tape/slide presentations, video tapes, and peer instruction. Training will be conducted in an on-the-job, functional setting. (Four charts and diagrams are included.) (Author/LY)

ED 042 130

AC 008 491

Stenson, Stanford Owen

The Development of Listening Skills through the Indiana Plan Institute and Integrated Training Programs.

Indiana Univ., Bloomington.

Pub Date 69

Note—205p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-11,675, MF \$4.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Attitudes, Behavior Change, Bibliographies, Control Groups, Doctoral Theses, *Evaluation, Experimental Groups, *Institutes (Training Programs), *Listening Comprehension, Measurement Instruments, Questionnaires, Research, *Skill Development, Teamwork, *Workshops

Identifiers—Appraisal of Personal Growth in Teamwork (Revised), Brown Carlsen Listening Comprehension Test, *Indiana Plan Institute

This study investigated the extent to which persons developed their listening skills in an Indiana Plan Institute (a five day program in which participants meet in learning groups to study and use basic educational principles relevant to the formation and functioning of effective adult learning teams) when a listening skills workshop was added. Literature on the origins, early development, characteristics, desired skill outcomes, and operational effects of the Indiana Plan Institute and programs of listening training, was evaluated. An experimental and a control group (with or without the listening workshop) were chosen from participants in the 1969 Institute at Indiana University. Subjects were pretested and posttested on the Appraisal of Personal Growth in Teamwork (Revised) and the Brown-Carlsen Listening Comprehension Test. These were some major findings and conclusions: the two groups did not differ significantly in teamwork or listening skills on either the pretests or the posttests; both groups showed significant growth in teamwork skills; neither group showed significant gains in listening skills; and although a questionnaire on listening attitudes indicated that participants felt the effective listening workshop had improved their listening skills, other data did not support this view. (LY)

ED 042 131

AC 008 494

Parker, Beulah

Mental Health In-Service Training; Some Practical Guidelines for the Psychiatric Consultant.

Pub Date 68

Note—137p.

Available from—International Universities Press, Inc., 239 Park Avenue, S., New York, N.Y. 10003

Document Not Available from EDRS.

Descriptors—Attitudes, Bibliographies, Child Care Workers, *Consultants, Environmental Influences, *Guidelines, *Inservice Education, Interpersonal Relationship, *Mental Health, Nursery Schools, Nurses, *Professional Personnel, Program Descriptions, Public Health, Public School Teachers

Based on the author's personal observations and opinions as a former public health psychiatric consultant, this book offers a theoretical orientation and practical guidelines for psychiatrists, analysts, clinical psychologists, psychiatric social workers, and others who hope to participate in community psychiatry as mental health consultants to human service professionals. In a pioneering inservice training program developed by the author in Berkeley, California, health department personnel discussed problems relating to their jobs, and the consultant used workers' own materials to educate them about psychological mechanisms and various aspects of normal and abnormal behavior. In this present work, potential consultants are alerted to characteristic attitudes found among members of three groups (public health nurses, nursery school personnel, public school teachers), and are shown how a leader of inservice training may help human service workers keep such attitudes from impeding their professional task. (The document includes nine references, case materials, excerpts from group sessions, and a model of professional and personal interactions in a nursery school environment.) (LY)

ED 042 132

AC 008 495

Hutchings, Donald, Ed.

Education for Industry; Symposium on the Integration of Further Education and Industrial Training.

Pub Date 68

Note—130p.; Symposium held at St. Hilda's College, Oxford, October 1967

Available from—Longmans, Green and Co., Ltd., London, England

Document Not Available from EDRS.

Descriptors—*Adult Education, Educational Legislation, Employment Opportunities, Females, Governing Boards, *Industrial Education, *Industrial Training, Information Sources, Middle Aged, Teacher Education, *Technical Education, Trainers, Training, Unskilled Workers, Vocational Counseling, Vocational Retraining, Vocational Schools

Identifiers—Great Britain, Industrial Training Act of 1964

Problems in the relationship between education and training in Great Britain are discussed by specialists in both fields. It is urged that industrial education be seen as a phase of adult education. The uniqueness of the British system under the Industrial Training Act is discussed (its vertical organization, promotional ladder approach, and placing of responsibility on the employer) and the possible pressure it may put on educational institutions. The need for a rethinking of the whole structure of secondary education as it prepares the young worker and of his need for further training on the job is next discussed. Then follow chapters on problems of special groups—the unskilled, women, and the older worker. The supply, education, and training of technical teachers and industrial training officers is considered. Improvement of the quality of teachers and of the courses they teach is seen as the best way to a more fruitful integration of secondary education, further education, and industrial training. The book concludes with a discussion of information resources for the trainer, such as the "Training Abstracts Service" of the Ministry of Labour, professional journals, and library services. (NL)

ED 042 133

AC 008 499

Francis, Jesse E. And Others

A Study of Ordering Patterns of Extension Agents in Tennessee Counties for Selected Tennessee Agricultural Extension Publications with Agricultural Titles during the Two-Year Period, July 1, 1965-June 30, 1967.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Aug 70

Note—49p.; Extension Study No. 8

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Agricultural Skills, *Bulletins, Cost Effectiveness, Expenditures, Extension Agents, Field Crops, Food, Information Sources, Insecticides, Plant Science, *Resource Allocations, *Rural Extension, Socioeconomic Influences, Statistical Data, *Use Studies

Identifiers—Tennessee

With a view toward improving allocation of funds, this study analyzed the ordering of agricultural extension publications during 1965-67 by the 95 agricultural Extension staffs in Tennessee. Ten variables in ordering behavior, and four relating to programs, were considered. Data from 1,559 order forms were reported in numbers, percentages, averages, and county rank in terms of orders placed. Major findings included these: (1) high and low ordering counties tended to use the prescribed order form and have the county agricultural agent initiate orders, but failed to pool orders (except for low ordering staffs) to confine orders to an average of one every two months; (2) farm crops and fertilizers; fruits and vegetables; and insects, plant diseases, and pests account for almost 2/3 of all copies of agricultural extension publications ordered; (3) 3/5 of all copies were ordered by the 32 high ordering counties; (4) the county appropriation to county agricultural agents was the most accurate predictor of the total number of copies ordered for the state, while numbers of full time farm family equivalents were the best predictor for the 32 lowest ordering counties. (LY)

ED 042 134

AC 008 517

Report of Community Problems Survey Analyses. South Carolina Univ., Columbia. Coll. of General Studies.

Pub Date 70

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Community Problems, *Community Service Programs, Community Size, Educational Needs, Geographic Regions, Housing, Program Proposals, Questionnaires, Recreation, Residential Patterns, *State Surveys, *University Extension, Youth Opportunities

Identifiers—Higher Education Act of 1965 (Title I), *South Carolina

During Fiscal Year 1968, the South Carolina State Implementing Agency for Title I (Higher Education Act of 1965) made a statewide survey of public officials, educators, and others as to the most pressing community problems. Responses came from 93 mayors or city clerks, 65 Economic Opportunity Board members, 66 state legislators, 102 school superintendents, 43 directors of Chambers of Commerce, 40 directors of planning commissions, and 52 participants in a Furman University seminar series. The survey questionnaire was structured to obtain a priority rating for ten categories of community problems. Efforts were also made to determine underlying causes and assign a priority rating to them. Perceived problems were analyzed by county, community size, and respondents' length of residence in South Carolina. Results gave housing, youth opportunity, education, and recreation as major felt needs, with poverty, land use, employment, health, government, and transportation as significant but lesser concerns. (Included are the questionnaire, five tables, the Fiscal Year 1971 amendment to the Title I state plan for community services and continuing education programs, and a summary of selected Federal programs having related concerns.) (LY)

ED 042 135

AC 008 518

Catalogue of Social and Economic Development Institutes and Programmes.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 68

Note—304p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.50)

EDRS Price MF-\$1.25 HC-\$15.30

Descriptors—Admission Criteria, Curriculum, Directories, *Economic Development, Educational Methods, Facilities, Financial Support, International Organizations, Professional Continuing Education, Public Administration Education, *Publications, *Research, Social Planning, *Technical Institutes, *Training, Universities

This international directory of institutes covers over 140 specialized postgraduate level programs offered in such fields as economic and social planning, agricultural or industrial development, and public administration by 78 universities and other educational institutions in 25 nations, as well as through 15 international bodies. Each entry indicates (wherever applicable) chief administrators, date of founding, aims of the organization, language(s) used, and housing facilities, followed by information on training activities and their objectives, curriculum or program content, teaching methods, course length, admission requirements, number of students, fees and expenses, scholarships, and publications. A subject index is provided. (LY)

AL

ED 042 136

AL 001 733

Pederson, Lee A.

An Annotated Bibliography of Southern Speech. Southeastern Education Lab., Atlanta, Ga.

Report No.—Monograph-1

Pub Date Nov 68

Note—47p.

Available from—Southern Education Laboratory, 3450 International Boulevard, Atlanta, Georgia 30354

Document Not Available from EDRS.

Descriptors—*American English, *Annotated Bibliographies, Cultural Background, Morphology (Languages), Phonology, *Regional Dialects, *Social Dialects, Syntax

The 190 titles described here have been selected to provide a convenient reference guide for students of language who are concerned with

regional and social variations in Southern speech. The area covered is not only that of the eleven states of the historical South, but Kentucky, Oklahoma, and West Virginia as well. The only specific aim of the bibliography is to serve educators concerned with non-pathological problems of linguistic deviation in the South, and therefore only those items are included which might be useful to the classroom teacher or the researcher concerned with regional and social dialect problems. The bibliography is in three parts: (1) Bibliographies, including current and completed indices; (2) Structural Descriptions, including overviews, regions, subregions, individual states, and structural features of phonology, morphology, and syntax; and (3) Cultural Interpretations, including sociological and literary manipulations of data. (Author/FWB)

ED 042 137 AL 002 391

Cardenas, Daniel N.
Dominant Spanish Dialects Spoken in the United States.

Center for Applied Linguistics, Washington, D.C.
ERIC Clearinghouse for Linguistics.

Pub Date Jun 70

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Bilingualism, *Contrastive Linguistics, Demography, *Dialect Studies, Interference (Language Learning), Intonation, Language Rhythm, Morphology (Languages), *Nonstandard Dialects, Phonology, *Spanish, Standard Spoken Usage, Vocabulary

The introductory section of this study of Spanish dialects in the United States, commissioned by the ERIC Clearinghouse for Linguistics, presents the plan and the ethnic distribution of Spanish speakers in the U.S. (The 1960 census shows the preponderance of population contribution to be from Mexico, Puerto Rico, Cuba, and Spain.) A description of standard Spanish is followed by descriptions of the major varieties of Spanish in the U.S.: (1) Mexican (and Texan, New Mexican and Southern Coloradoan, Arizonan, Californian, and other U.S. urban area subvarieties); (2) Puerto Rican; (3) Cuban; and (4) Peninsular. The third section of this study presents a contrastive analysis of intonation in terms of pitch, terminal junctures, stress, and rhythm. The final section, on vocabulary, deals briefly with certain lexical items and innovations brought about by current bilingualism. A bibliography concludes the study. (AMM)

ED 042 138 AL 002 441

Kay, Martin
Performance Grammars.

Report No.—P-4391

Pub Date Jun 70

Note—18p.; Paper presented at the National Science Foundation Seminar on the Construction of Complex Grammars, Harvard University, Cambridge, Mass., June 1970

Available from—Reports Dept., The Rand Corporation, 1700 Main Street, Santa Monica, Calif. 90406 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Computational Linguistics, Grammar, Language Universals, Linguistic Competence, *Linguistic Performance, *Linguistic Theory, Mathematical Linguistics, Models, *Semantics, Sentences, Surface Structure

The author outlines the construction of a somewhat different machine than that envisioned by Turing (with which it would be possible to converse, presumably by telephone or telegraph, and which would be capable of masquerading as a human being). The machine envisaged by the author would be capable of doing comprehension exercises. Such a machine that is to understand what people say must be capable of analyzing the grammatical structures of the utterances it receives, presenting the information that they contain in some kind of canonical form, of storing expressions in the canonical form in such a way that they can easily be retrieved, of locating those expressions that are relevant to a given question, and of constructing answers that accord with the rules of English grammar. If it is in fact possible to make the machine find the deep structures that correspond to the surface strings it receives, then the efficiency of all subsequent operations will be immeasurably increased, perhaps enough to make practically feasible a project that otherwise would have been totally unthinkable. (AMM)

ED 042 139

Mackey, William F.

Interference, Integration and the Synchronic Fallacy.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 70

Note—43p.; Paper prepared for the Twenty-first Round Table Meeting on Linguistics and Language Studies, Georgetown University, Washington, D.C., March 1970

Available from—International Center for Research on Bilingualism, Laval University, Quebec, Canada

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Bilingualism, Computer Programs, Diachronic Linguistics, English (Second Language), French, *Interference (Language Learning), Language Usage, Linguistic Theory, *Measurement Techniques, Probability, Statistical Analysis, *Synchronic Linguistics Identifiers—*Borrowing (Language)

The purposes of this paper are to examine the effects of synchronic description in distinguishing between interference and integration in cases of language contact, and to suggest alternative methods of description suitable for the analysis of systems in motion. The "synchronic fallacy" is defined here as the belief that one can describe a language as if at any one point in time its code were stable. The author first considers the implications of "synchronic fallacy" to see how it relates to the distinction between integration and interference. He then studies the possible ways of measuring integration and analyzes the quantitative relationship between integration and availability with sample measurements. While the author does not feel that this may be the only way out of the dilemma, he hazards the following general conclusions on the analysis of integration as distinct from interference: (1) conventional synchronic analysis is unsuited to the description of mixed and rapidly changing codes; (2) code integration is relative; (3) its relativity can be measured; and (4) interference can be stated in terms of this relative integration. [Not available in hardcopy due to marginal legibility of original document.] (AMM)

ED 042 140

Bailey, Charles-James N.

The Integration of Linguistic Theory: Internal Reconstruction and the Comparative Method in Descriptive Linguistics.

Pub Date Mar 69

Note—39p.; Reprint from "Working Papers in Linguistics," v1 n2 Mar 1969, Dept. of Linguistics, University of Hawaii, Honolulu

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Child Language, *Comparative Analysis, Deep Structure, *Descriptive Linguistics, Diachronic Linguistics, *Dialect Studies, English, *Linguistic Theory, *Phonology, Surface Structure, Transformation Generative Grammar, Transformation Theory (Language) Identifiers—*Pandialectal Phonology

The author aims: (1) to show that generative phonology uses essentially the method of internal reconstruction which has previously been employed only in diachronic studies in setting up synchronic underlying phonological representations; (2) to show why synchronic analysis should add the comparative method to its arsenal, together with whatever adjustments in theory are required to make this accommodation; and (3) to present some empirical results of a first approximation to a pandialectal phonology which has been worked out by the author. This paper represents a revision of a paper read at the Conference on Historical Linguistics in the Perspective of Transformational Theory held at the University of California, February 1, 1969. A shorter and more revised version will appear in the Conference papers to be published by the Indiana University Press. (AMM)

ED 042 141

Eastlack, Charles L.

Concerning the Classification of the Verb in Swahili.

Pub Date Apr 70

Note—31p.; Paper presented at the Conference on African Languages and Linguistics, University of Illinois, Urbana, April 24-25, 1970

EDRS Price MF-\$0.25 HC-\$1.60

AL 002 478

Descriptors—*Classification, Language Instruction, Language Universals, Morphology (Languages), Sentences, Surface Structure, *Swahili, *Syntax, *Verbs Identifiers—*Embedding (Language)

This paper makes observations on verb classification which are considered relevant to the understanding of Swahili syntax. Three different syntactically relevant approaches are discussed: (1) establishing a set of "basic sentence types" and then classifying verbs according to their occurrence or non-occurrence in sentences of these types; (2) using morphological criteria; (3) grouping together those verbs which behave similarly in relation to the formal restrictions they impose on the embedded strings with which they occur. The bulk of the paper is then given to a discussion of the third approach. Six major types of embedding according to the form of the nuclear verb in the embedded clause are identified and one type, the infinitive, is discussed in great detail. It is felt that the results of verb classification along these lines is interesting because: (1) it is immediately applicable to the teaching of syntax in the language classroom; (2) it provides knowledge of the surface structure necessary for the understanding of the deep structure; and (3) it can be used in the investigation of grammatical universals. (FWB)

ED 042 142

Givens, Meredith B.

Human Resources Development and Manpower Utilization in Afghanistan.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date May 67

Note—71p.

Available from—Inspection copy available at the ERIC Clearinghouse for Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Agriculture, Cultural Factors, *Developing Nations, Education, *Human Resources, Literacy, *Manpower Utilization, *National Surveys, Universities, Working Women

Identifiers—*Afghanistan

This report, prepared by a labor economist and manpower specialist after about seven weeks of observation and consultation, aims to evaluate the extensive USAID (United States Agency for International Development) Mission education and training activities in relation to a realistic view of the current and future manpower needs in Afghanistan, and to determine what steps should be taken for this purpose. The introduction and list of specific proposals are followed by a general discussion of: (1) the Afghan setting; (2) the primacy of agriculture; (3) comments on the education system; (4) literacy and language; (5) middle level skills; (6) the Kabul University; (7) initiative and enterprise; (8) womanpower; (9) manpower planning; (10) a Human Resource Development program; (11) the labor market, occupations, and the wage structure. [Not available in hardcopy due to marginal legibility of original copy.] (AMM)

ED 042 143

Analysis of Human Resource Development and Utilization in Nigeria, Summary and Conclusions.

Education and World Affairs, New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date May 67

Note—59p.; Report prepared for preliminary submission to USAID

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Developing Nations, Economics, *Education, Educational Finance, Educational Policy, Educational Problems, Elementary Grades, *Human Resources, *Manpower Utilization, Secondary Grades, *Teacher Education, Technical Education, Universities Identifiers—*Nigeria

This report is a second synthesis of the observations and recommendations of the Education and Human Resource Development Committee's Nigerian Project Task Force, which have been in the process of formulation since early 1965. A summary report, this paper does not include substantiation of all points: it is meant to present an

overview of the Task Force's observations, to support recommendations for AID's (Agency for International Development) program of assistance to Nigeria. The paper is also submitted in this preliminary form to promote a more intensive discussion of Nigerian human resource development and utilization within AID, between AID and the Nigerian Project Task Force, and between these groups and those Nigerians in policy-making positions. The first section of the report, "General Perspectives," discusses the concept of human resource development and utilization, the Nigerian economy and its divers sectors, and the spectacular progress and persistent problems. Section II discusses education-oriented institutions, training-oriented elements, and strategy for modern sector education and training. Sections III and IV deal with employment generation and education and training for the less-developed sectors. Concluding remarks in Section V point out the need to mobilize the nation's total resources for achievement of a more balanced pattern of development. (AMM)

ED 042 144 AL 002 488

Korean Education and Foreign Assistance Programs.

Korean Central Education Research Inst., Seoul.
Pub Date Sep 65

Note—82p.; Report on the Seminar on Korean Education with the Participation of Foreign Agencies in Korea, Sept. 18, 1965, Seoul, Korea

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Cultural Background, Educational Administration, *Educational Development, *Educational Economics, Educational Objectives, *Educational Problems, Elementary Education, Instructional Staff, Secondary Education, Student Enrollment, Teacher Education, Teacher Shortage

Identifiers—Foreign Assistance Programs, *Korea

Since the problems facing Korean education arise from very complicated factors, it was felt that the objective views of foreign observers would undoubtedly be of great help in efforts to solve them. In this connection, the Central Education Research Institute held a Seminar on Korean Education with the participation of foreign agencies in Korea under the joint auspices of the Economic Planning Board Mission to Korea in order to provide the opportunity for all interested to exchange views on the problems of Korean education and on ways to alleviate those problems. This Report on the Seminar outlines the justification, purpose, and organization of the program; presents "Basic Problems Facing Korean Education," by Hyun Ki Paik, "Approaches Made to Deal with These Problems," by Churl H. Lee, and "Approaches Made to Deal with These Problems from Overall Economic Aspects," by Sang Keun Chun; and summarizes group discussions. Appended are the Assistance Program for Education Conducted by Foreign Agencies in Korea, and a listing of Seminar Participants. [Not available in hardcopy due to marginal legibility of original document.] (AMM)

ED 042 145 AL 002 489

Leben, William R.

The Morphophonemics of Tone in Hausa.

Pub Date 22 May 70

Note—36p.; Revised version of a paper presented at the Conference on African Languages and Linguistics, University of Illinois, April 24-25, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adjectives, Consonants, Deep Structure, *Hausa, *Morphophonemics, Nouns, *Phonology, Suffixes, Surface Structure, *Tone Languages, *Transformational Grammar, Verbs, Vowels

This paper attempts to describe various details of the tonal system of Hausa within the framework of generative phonology. Aspects of tone in Hausa are discussed under the following headings: low tone raising, low-high rule, falling tones and the evaluation measure, tone deletion, and derived nouns and adjectives. Where specific proposals are presented arguments are given which make explicit the author's reasons for believing that phonological theory must value these proposals more highly than conceivable alternatives. The author notes that for the purposes of the present paper the issue of rule ordering is largely

ignored and "underlying forms" discussed are assumed to be as close to surface realizations as possible. [Not available in hard copy because of marginal legibility of original document.] (FWB)

ED 042 146 AL 002 505

Locke, John L.

Children's Acquisition of Phonology: The Learning of Acoustic Stimuli?

Illinois Univ., Urbana. Children's Research Center.

Pub Date Jul 70

Note—15p.; Paper delivered at the 1970 Summer Meeting of the Linguistic Society of America, Columbus, Ohio, July 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Articulation (Speech), Auditory Perception, *Aural Stimuli, *Child Language, Phonemes, *Phonology, *Psycholinguistics, Psychological Tests, Statistical Analysis

This paper takes issue with the position that children's phoneme acquisition schedule is dictated primarily by auditory perceptual factors and suggests the alternative position that ease of production accounts for age of acquisition. It is felt that perceptual theory cannot adequately explain phonological development, e.g. three-year-olds produce certain sounds which they will not accurately perceive until much later and vice versa. Three psychological scaling tests are described in which adults were asked to designate certain phonemes as harder or easier to produce. These judgments were compared with the phonemes acquired by three-year-olds. A highly significant correlation between the adult ratings and children's phoneme acquisition was found. Featural analysis tended to support the hypothesis, and further confirmation was seen in the patterning of articulatory errors among children. The author stresses that these findings do not negate the importance of perceptual factors, emphasizing that he is trying to explain not the dynamics of phoneme acquisition but rather the schedule which it follows. It is, however, emphasized that there is no compelling evidence for perceptual theory, and certain observations which either militate against perceptual theory or encourage alternative speculation are discussed. (FWB)

ED 042 147 AL 002 506

Bung, Klaus

Programmed Language Instruction for Developing Countries.

Pub Date Mar 69

Note—32p.; Paper read at the Seminar "Programmed Instruction for Developing Countries," Vienna, Austria, March 4-8, 1969

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Contrastive Linguistics, Costs, *Developing Nations, Dialects, Educational Finance, *Educational Objectives, Instructional Media, *Language Instruction, Multilingualism, Official Languages, *Programed Instruction, Pronunciation Instruction, Reading Instruction, Standard Spoken Usage, Teacher Education, Vocabulary Development

This paper considers the differences in the initial education and financial situation between industrial and developing countries. Programmed learning (PL) techniques and PS research cannot be taken over wholesale from industrial countries, but techniques have to be adapted and the emphasis of research has to be changed. These principles are discussed with reference to the medium of presentation (teaching machines, book programs, tape-recorders, group teaching devices, visual aids, etc.) and to the subject matter. The subject matter has to be closely analyzed and a general theory and programing procedure to be developed which allows for the greater multiplicity of language, the greater multiplicity of specific learning purposes and the greater shortage of money in developing countries. The lack of task analysis and the universal cult of perfectionism in European language instruction are criticised. Methods for making the programs shorter and cheaper are proposed. The special problems of programmed instruction in a language which is to be used as a medium of instruction are discussed as well as the programing of vocabulary and the problems of dialect speakers who have to learn the related standard language for specific purposes. [Not available in hard copy due to marginal legibility of original document.] (Author/FWB)

ED 042 148

Wexler, Kenneth Norman

An Automaton Analysis of the Learning of a Miniature System of Japanese. Psychology Series.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Edward E. Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No—TR-156

Pub Date 24 Jul 70

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—Experiments, Japanese, Mathematical Applications, *Models, *Psycholinguistics, *Second Language Learning, *Semantics, *Syntax

Identifiers—Automata Theory, *Automaton Analysis

The purpose of the study reported here was to do an automata-theoretical and experimental investigation of the learning of the syntax and semantics of a second natural language. The main thrust of the work was to ask what kind of automaton a person can become. Various kinds of automata were considered, predictions were made from them, and these predictions were then tested against data from a learning experiment in order to distinguish between the models. Experimental material was a sub-domain of the set of arithmetic sentence in Japanese, because it was felt that work with a small limited system of language would enable the formulation of precise theories capable of being tested precisely. Syntax learning was felt to be the most important focus of the study; other factors looked for were the influence of semantic practice on syntax learning, and semantic learning. Results of the experiment suggest that a finite automaton is not the appropriate representation for the subjects in the experiments; results on semantics suggest that studies of syntax learning that do not include a semantic model may be losing an important component of syntax learning. (Author/FWB)

ED 042 149 24 AL 002 508

Naeser, Margaret A.

Influence of Initial and Final Consonants on Vowel Duration in CVC Syllables.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No—TR-130

Bureau No—BR-5-0216

Pub Date Jun 70

Contract—OEC-5-10-154

Note—24p.; Report from the Project on Language Concepts and Cognitive Skills Related to the Acquisition of Literacy, Program I

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Acoustic Phonetics, Articulation (Speech), *Consonants, *Psycholinguistics, Spectrograms, *Syllables, *Vowels

Identifiers—Oscillograms, *Vowel Duration

This study investigates the influence of initial and final consonants /p, b, s, z/ on the duration of four vowels /i, e, u, a/ in 64 CVC syllables uttered by eight speakers of English from the same dialect area. The CVC stimuli were presented to the subjects in a frame sentence from a master tape. Subjects repeated each sentence immediately after hearing it from the tape. Vowel duration measurements for the 512 utterances were taken from duplex oscillograms produced at 20 cm./sec. A repeated measures analysis of variance was performed on the vowel duration measurements (initial voicing by initial manner by final voicing by final manner by vowel). Vowel duration was increased significantly (1) if the initial consonant was voiced rather than voiceless, (2) if the final consonant was a fricative rather than a stop, (3) if the final consonant was voiced rather than voiceless. The vowels showed significantly different mean vowel durations, /i/ being shortest and /ae/ being longest. (Author/AMM)

ED 042 150 24 AL 002 509

Hass, Wilbur A.

Productivity of Syntactic Forms as a Parameter in Language Development.

National Lab. on Early Childhood Education, Chicago, Ill. Early Education Research Center.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No—Doc-70706-G-BA-U-28

Bureau No—BR-7-0706

Pub Date Apr 70
Contract—OEC-3-7-070706-3118

Note—12p.; Informal paper

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Child Language, *Information Theory, *Language Development, *Nominals, *Psycholinguistics, *Statistical Analysis, *Structural Analysis, *Syntax, Verbs

The author raises the question of what one can say about the structure of a person's language from a sample of his speech production and urges the calculating of information theory parameters for grammatical constructions. What has to be done is to decide what construction to focus on and what types to recognize as exemplifying that construction. The author and his colleagues have worked out such breakdowns for three sorts of constructions: finite verb phrases, noun phrases, and classical components, and tallied the occurrences of each of these three sorts of constructions for samples of speech collected from 30 children each (age 5, 6, 7, 9, 11, and 13). For all three sets of construction types there are definite increases with age in the 5-13 year span. It is clear that the older children have to do more selecting when they produce the obvious English syntactic categories of verb phrase, noun phrase, and sentence frame. The author regards the best grammar for a child as that which generates the highest H's (the measure of average surprise value of selections from sets of entities with different probabilities of occurrence) and relative H's for his produced speech. (AMM)

ED 042 151 24 AL 002 510

Hass, Wilbur A.

Perception Versus Cognition in Linguistic Theory and Developmental Psychology.

National Lab. on Early Childhood Education, Chicago, Ill. Early Education Research Center.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—Doc-70706-WG-16

Bureau No.—BR-7-0706

Pub Date Apr 70

Contract—OEC-3-7-070706-3118

Note—17p.; Paper given at the fourth regional meeting of the Chicago Linguistic Society, April 19-20, 1968

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Child Language, *Cognitive Processes, *Developmental Psychology, Language Development, *Linguistic Theory, Models, *Perception, Phonology, *Psycholinguistics, Semantics, Syntax

The author calls attention to a basic split between perception and cognition that psychologists or linguists tend to make either explicitly or implicitly. There is some psychological evidence to substantiate, at least for higher developmental levels, the functional importance of this split. The chief problems for psycholinguistics which arise out of it are: how to know when to resist the pressure toward isomorphic descriptions of aspects of language which lie at different places relative to perception/cognition, and how to deal with the relation between development in both kinds of operations and the nature of language development. The author discusses current views and concludes with a list of references. (AMM)

ED 042 152 24 AL 002 511

Thonis, Eleanor Wall

Teaching Reading to Non-English Speakers. Coller-Macmillan Teacher's Library.

Pub Date 70

Note—270p.

Available from—The Macmillan Co., 866 Third Avenue, New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Bilingualism, *English (Second Language), Learning Theories, Linguistic Theory, Literacy Education, Prereading Experience, *Reading Instruction, Reading Material Selection, Reading Skills, Reading Tests, Second Language Learning, *Teaching Guides, *Teaching Methods, Teaching Techniques, Writing

Chapter 1 in this teacher's guide to the teaching of reading to non-English speakers presents an overview of the pre-reading level and makes suggestions to teachers who are preparing pupils for beginning reading instruction. Chapter 2 defines the relationship between oral and written language, gives some of the learning theories which apply to reading, and mentions the common approaches to beginning reading. Chapter 3 is devoted to the skills of reading and offers sug-

gestions on skill development. Chapter 4 discusses the use of reading in the various subject matter areas of the curriculum. Chapter 5 describes the reading process in second language learning and the pre-reading skills necessary to success. The nature of bilingualism is explored and some of the interference between speech and print is discussed. Chapter 6 provides another view of reading skill development from the position of the non-native speaker who is acquiring reading skills in English. Chapter 7 points out some of the skills needed in the subject matter areas. Chapter 8 suggests criteria for the selection of materials and techniques in teaching reading in a second language. Chapters 9 and 10 discuss in some detail testing to determine reading achievement, and present conclusions and a rationale for an experimental reading curriculum. (Author/AMM)

ED 042 153

Wilson, Alan

Breakthrough Navajo. An Introductory Course.

Pub Date 69

Note—238p.

Available from—University of New Mexico, Gallup Branch, Gallup, New Mexico 87301 (Text and tape \$12.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Methods, Cultural Context, *Instructional Materials, *Language Instruction, *Navaho, *Phonology, Pronunciation Instruction, Tape Recordings, Tone Languages

This text, a beginning course in Navajo, is not intended to supplant materials already extant; it is designed to serve as an introduction to the phonology and some of the basic structures, upon which the learner may continue to develop his speaking skills. A short prefatory section presents the sounds of Navajo with simplified descriptions of their pronunciation. Linguistic terminology is minimal. Lessons consist of short dialogues, verb paradigms, and grammar notes. Every fourth lesson is followed by a review. A Navajo/English indexed glossary appears at the back of the text. All material including reviews is recorded on tape by native speakers. (AMM)

ED 042 154

Hjelmslev, Louis

Language, An Introduction.

Pub Date 70

Note—144p.

Available from—The University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Deep Structure, *Diachronic Linguistics, *Language Typology, Language Universals, *Linguistic Theory, Phonetics, Phonology, *Structural Analysis, Syllables

Louis Hjelmslev (1899-1965), whose linguistic theories have been influential both in his native Denmark and throughout the world, here describes in larger perspective and in a manner intended for the layman, certain aspects of linguistic science. He begins by distinguishing the functional analysis of a single language from the description of a group of languages, and further distinguishes historical or genetic relations from typological or structural relations. After summarizing 19th- and 20th-century achievement in Indo-European comparative linguistics and surveying the classical Humboldtian typological classification, he proceeds to suggest that a satisfactory typology of languages based on their formal categories is the most important task facing linguists. His thesis is that beneath language usage lies a language structure which determines the identity and constancy of a language; fundamental rules can be found to govern that structure; and the transformation of languages can be conceived and described as a series of linguistic states defined in terms of the dictates of the structure. Included in this edition (which is translated by Francis J. Whitfield) is a new, final chapter which did not appear in the Danish edition. (AMM)

ED 042 155

Palmer, F. R., Ed.

Prosodic Analysis. Language and Language Learning [Series] Number 25.

Pub Date 70

Note—256p.

AL 002 512

Available from—Oxford University Press, Inc., 200 Madison Ave., New York, N.Y. 10016 (\$4.00)

Document Not Available from EDRS.

Descriptors—*African Languages, Consonants, Grammar, *Linguistic Theory, Morphophonemics, *Nominals, *Phonology, Sino Tibetan Languages, *Structural Analysis, Suprasegmentals, Syllables, Synthesis, Turkish, Verbs, Vowels

Identifiers—*Prosodic Analysis, Vowel Harmony

The sixteen articles on prosodic analysis collected here were written by members of the Department of Phonetics and Linguistics at the School of Oriental and African Studies, between the years 1948 and 1961. In 1948, Professor Firth, then head of the department, published his paper "Sounds and Prosodies," in which he launched the new theory of prosodic analysis. His paper is reprinted as the first in this collection, which is arranged chronologically so that the subsequent papers show how the theory has been exploited. With one exception, the articles are reprinted from journals. The authors are: J.R. Firth, E.J.A. Henderson, W.S. Allen, J. Carnochan, R.H. Robins, R.K. Sprigg, F.R. Palmer, N.C. Scott, Natalie Waterson, M.A.K. Halliday, and J.T. Bendor-Samuel. (Author/AMM)

ED 042 156

Cavaco, Gilbert R.

The Teaching of Portuguese in the United States.

Pub Date Dec 69

Note—7p.; Paper presented at the Fifty-First Annual Meeting of the American Association of Teachers of Spanish and Portuguese, Chicago, Illinois, December 28-30, 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Bilingual Education, *College Entrance Examinations, College Instruction, Fies, Instructional Materials, *Language Enrollment, *Language Instruction, *Portuguese, Secondary Grades, Summer Institutes, *Surveys, Teacher Background, Teaching Methods

Identifiers—*Luso Brazilian Studies Survey

This paper provides a survey of the field of the teaching of Portuguese as of 1969 based on material gathered by the author for the Luso-Brazilian Studies Survey. A general increase in enrollment and in the number of institutions teaching Portuguese on all levels of education is noted. Nineteen elementary schools, 44 high schools and an estimated 160 colleges and universities were found to teach Portuguese; figures on student enrollment are also given. For the college level, statistics on the number of students with Portuguese as major or minor subject on all degree levels are given, as well as figures on the number of persons involved in teaching Portuguese and some information on their language backgrounds. The problem of the lack of a college entrance examination (CEE test) for Portuguese and the effect which this has on high school enrollment is dealt with in some detail. Also discussed are: teaching methods, teacher needs, the question of whether Peninsular or Brazilian Portuguese should be taught, and the possibilities for bilingual education programs in Portuguese and English. The author feels that despite seeming gains, the overall outlook for Portuguese teaching is not particularly positive. The closing of the summer institute at Vanderbilt University is seen as an especially discouraging occurrence. (FWB)

ED 042 157

AL 002 516

The Turners [An Audio-Visual Course for Students of English as a Foreign Language].

Teacher's Book and Students' Book.

British Council, London (England).

Pub Date 69

Note—628p.; 2 vols. (Teacher's Book 565p., Students' Book 64p.)

Available from—Longmans, Green & Company, Ltd., 119 West 40th Street, New York, N.Y. 10018

Document Not Available from EDRS.

Descriptors—*Audiovisual Instruction, Cultural Context, *English (Second Language), Filmstrips, Illustrations, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Standard Spoken Usage, Tape Recordings, *Teaching Guides

This audio-visual course for students of English as a foreign language is designed to produce fluent and accurate control of informal spoken English. The course provides a review of the

major features of English structure, beginning with the simplest and moving to progressively more difficult points. The vocabulary is based on approximately 1500 words. The material is aimed at students already familiar with the written language at an elementary level who wish to develop their oral ability; it is also suggested for intensive work with students wishing to revise or brush up their English, as well as for beginners. The lessons center around the activities of an English family and present information about life in Britain useful to students planning to work or study in that country. The format is comprised of 30 "states," each containing up to about a week's work and consisting of a filmstrip, a dialogue tape, and a drills tape. Every sixth stage is a review lesson. A guide to each stage, together with texts of the dialogue and drills and pictures required for some of the drills, are contained in the Teacher's Book. The Students' Book contains dialogue texts and pictures only. (AMM)

ED 042 158 AL 002 517

Huffman, Franklin E.

Modern Spoken Cambodian. Yale Linguistic Series.

Pub Date 70

Note—451p.

Available from—Yale University Press, 149 York St., New Haven, Connecticut 06511 (\$15.00)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, *Cambodian, Cultural Context, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Pattern Drills (Language), Phonology, Pronunciation Instruction, Standard Spoken Usage, Tape Recordings

The aim of this volume is to provide the student with a thorough command of the basic structures of standard spoken Cambodian. The course is based on the audio-oral method of language teaching developed by the Intensive Language Program of the American Council of Learned Societies and used successfully during World War II, but modified to take into account advances in language teaching techniques since that time. The course consists of one unit of pronunciation drills, 25 dialogue units, and five review units. If a native speaker is unavailable to the student, tapes of the dialogue and comprehension sections of each lesson can be purchased at cost from the Foreign Language Laboratory at Yale University. The book is designed for use concurrently with the author's "Cambodian System of Writing and Beginning Reader" in an intensive or semi-intensive beginning course. (See AL 002 331.) (Author/AMM)

ED 042 159 AL 002 519

Magner, Thomas F., Ed. Schmalstieg, William R., Ed.

Baltic Linguistics.

Pub Date 70

Note—177p.; Papers presented at the Symposium on Baltic Linguistics, Pennsylvania State University, April 5-6, 1968

Available from—Pennsylvania State University Press, University Park, Pennsylvania 16802 (\$13.50)

Document Not Available from EDRS.

Descriptors—*Baltic Languages, *Comparative Analysis, *Diachronic Linguistics, *Latvian, Lexicology, *Lithuanian, Morphology (Languages), Phonology, Slavic Languages, *Structural Analysis, Suprasegmentals

Identifiers—*Prussian

The 20 papers in this collection are: "The Dative of Subordination in Baltic and Slavic"—H. Andersen; "The Vocalic Phonemes of the Old Prussian Elbing Vocabulary"—M.L. Burwell; "The Nominative Plural and Preterit Singular of the Active Participles in Baltic"—W. Cowgill; "The State of Linguistics in Soviet Lithuania"—L. Dambriunas; "Accent in the Lithuanian Noun Declension"—B.J. Darden; "Concerning the Relationships of the Prussian Language"—J. Endzelins; "Esti and Yra in Martynas Mazvydas' Catechism of 1547"—F.B. Ford, Jr.; "Some Remarks About the Wolfenbüttele Lithuanian Postile Manuscript of the Year 1573"—Ford; "The Old Lithuanian Third Person Imperative in -k(i)"—Ford; "Lithuanian Ugnis, Slavic Ognb"—E.P. Hamp; "Remarks on Some Baltic Names of Tools of the Type Lithuanian Kultas 'Chisel'"—B. Jagers; "On the Balto-Slavic Dative Plural and Dual"—J. Kazlauskas; "Some Attempts to Inventory

Lithuanian Phonemes"—A. Klimas; "Noun Declensions in the Korsovan Subdialect of Latvian"—J. Lelis; "Some Remarks on the German Side of the Elbing Vocabulary"—J.W. Marchand; "Stress Placement and Accent Classes in the Lithuanian Noun"—D.F. Robinson; "The Old Prussian Verb"—W.R. Schmalstieg; "Old Prussian Adverbs in -n"—O.C. Shopay; "Remarks on Baltic Verb Inflection"—C. Watkins; "Base Shapes of Latvian Morphemes"—V.J. Zeps. (AMM)

ED 042 160 AL 002 520

Kahananui, Dorothy M. Anthony, Alberta P.

E Kama'ilio Hawai'i Kakou [Let's Speak Hawaiian].

Hawaii State Committee for the Preservation of Hawaiian Language, Art and Culture, Honolulu.

Pub Date 70

Note—427p.

Available from—University of Hawaii Press, Honolulu, Hawaii 96814 (\$7.50)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, College Language Programs, *Conversational Language Courses, Cultural Context, *Hawaiian, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Secondary Grades, Tape Recordings

A comprehensive Hawaiian language course intended for use at the secondary and college levels, this text is designed to answer the need for new methods and materials in language instruction and represents extensive research on the Hawaiian language. Composed almost entirely of material which has been tested in actual classroom situations, it employs the aural-oral method, placing emphasis on the development of conversational skills through dialogues and drills. Stressing the need to render the student's first language inoperative, the authors have placed Hawaiian and English texts on separate pages. This, together with memorization and drill, is designed to help the student think and converse fluently in the target language, rather than in English. Included in the text are directed responses, questions and answers, short narratives, pattern practice material, conversations, and material for practice in tenses, sentence expansion, and comparative forms. Information on forthcoming tapes is available from the University of Hawaii Press. (Author/AMM)

ED 042 161 AL 002 521

Montgomery, David C.

Mongolian Newspaper Reader. Selections from "Unen". Indiana University Publications Uralic and Altaic Series, Volume 102.

Indiana Univ., Bloomington. Research Center for the Language Sciences.

Pub Date 69

Note—203p.

Available from—Humanities Press, Inc., 303 Park Avenue South, New York, N.Y. 10010 (\$8.00)

Document Not Available from EDRS.

Descriptors—Cultural Context, Cyrillic Alphabet, Glossaries, *Instructional Materials, *Language Instruction, *Mongolian, Newspapers, *Reading Materials, Translation

This work has been compiled in order to provide the beginning student of Khalkha-Mongolian with an organized corpus of material which will introduce him to the journalistic manifestation of the modern Mongolian language. The selections in this reader were all taken from "Unen," the official newspaper of the Mongolian People's Revolutionary Party and the government of the Mongolian People's Republic. The 20 articles contained in this work were chosen to give a range of topics—agriculture and stock raising, construction and industry, literature and the theater, communications and transportation, world events and political polemics, and even space flight. The articles contain approximately 2,000 different words which constitute a text of about 11,000 words in length. The text is divided into two sections; the first 10 readings are somewhat easier than the last 10. Reading notes are given for each article to guide the reader over some of the more difficult or obscure passages. The translations of the first 10 readings are not meant to be definitive or literary translations, but rather are provisional guides to the text. A Mongolian/English glossary appears at the end of the volume. (Author/AMM)

ED 042 162

AL 002 523

Fenn, Henry C.

Articulation in Programs of Chinese Language.

Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.

Pub Date Jul 70

Note—11p.; Appeared as "Special Report No.3" in the Bulletin of the ERIC Clearinghouse for Linguistics

Journal Cit—Bulletin of the ERIC Clearinghouse for Linguistics; n3 p1-5 July 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Articulation (Program), *Chinese, *College Language Programs, Conversational Language Courses, Curriculum Development, *Language Instruction, Language Proficiency, Learning Readiness, *Program Evaluation, Rating Scales, Secondary Education, Student Needs, Vocabulary Development

The teaching of the Chinese language in the United States needs first to depart from the classical attitude that the sole goal is research, and to include among its objectives the occupational needs of all types of learners. To meet the problem of student "nomadism" at home and abroad, there should be certification of all transfers in terms of generally accepted standards of content and proficiency. The entire gamut of facilities in Chinese from high school through college and into graduate years and including summer sessions and full-time programs should be studied to determine the most effective calendars for acquiring the needed language tools. In the interest of teaching efficiency and the promotion of interest in study, newer techniques and gadgets should be appropriately introduced into the academic program. Group action is needed in these four areas. (Suggested levels of spoken vocabulary for the first four years and a modified version of the Foreign Service Institute's competence scale are given in this paper.) (Author/AMM)

ED 042 163

AL 002 524

Gage, William

Uncommonly Taught Languages.

Spons Agency—Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.

Pub Date Sep 70

Note—19p.; Appeared as "Special Report Number 4" in the Bulletin of the ERIC Clearinghouse for Linguistics

Journal Cit—Bulletin of the ERIC Clearinghouse for Linguistics; n17 p1-7, September 1970

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Area Studies, Educational Planning, *Instructional Materials, *Language Instruction, *Research Needs, Research Reviews (Publications), *Uncommonly Taught Languages

This paper provides an overview of recent development in the teaching and study of the uncommonly taught languages and attempts to provide a rationale for a continuing interest in the field. General trends are noted and important recent publications are mentioned. The types of pedagogical materials being developed and their relative value is also discussed. In general the author notes a general lessening of interest in the uncommonly taught languages; reasons for this decline in interest are discussed and arguments in favor of continued support of programs in the field are presented; the important role of uncommonly taught languages in area studies is especially stressed. In conclusion, the author discusses eight areas of concern to the study of uncommonly taught languages in which further work is needed. For commentary on the views expressed in this paper see related document AL 002 525, "Response to W. Gage's Article 'Uncommonly Taught Languages'" by Carleton T. Hodge. (FWB)

ED 042 164

AL 002 525

Hodge, Carleton T.

Response to W. Gage's Article "Uncommonly Taught Languages."

Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.

Pub Date Sep 70

Note—8p.

Journal Cit—Bulletin of the ERIC Clearinghouse for Linguistics; n17 p7-9 September 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Bibliographies, *Data Bases, Diachronic Linguistics, *Information Utilization, *Instructional Materials, Language Universals, Linguistic Theory, Semantics, *Uncommonly Taught Languages

This paper, a commentary on W.W. Gage's article "Uncommonly Taught Languages" (AL 002 524), attempts to stress other aspects than those treated by Gage and points out the practical and technical needs of those interested in the field. The author views the goal of the study of uncommonly taught languages at the understanding of other peoples and states that: "Uncommon languages offer the best area for the testing of hypotheses regarding semantic universals and for the development of constructs to handle the bundling of semantic motifs. In these areas lie our hopes for laying the bases for inter-cultural understanding." In considering existing materials for these languages, the author expresses his view that, although individual materials may be inadequate, the totality of materials contain information which could be quite useful if properly utilized, and suggests how the more effective use of materials could be achieved through a centralized self-correcting data bank. Also discussed are difficulties involved in the production of reference grammars and the study of language relationships and language history with regard to the uncommonly taught languages. (FWB)

ED 042 165 AL 002 526

Miller, George A.

The Psychology of Communication: Seven Essays.

Pub Date 69

Note—197p.

Available from—Penguin Books, Inc. 7110 Ambassador Road, Baltimore, Maryland 21207 (\$1.25)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Communication (Thought Transfer), Computational Linguistics, *Computer Science, Cybernetics, Grammar, Information Processing, Information Storage, *Information Theory, Memory, *Psycholinguistics, *Psychological Studies

Identifiers—Project Grammarama

One of man's most distinctive characteristics is the manner in which he stores and communicates information. Language has always been an important part of this process, but recently machines have begun to share the spotlight. This book presents a look at the role of language in the process of communication and man's relation, present and future, to his communications technology. The author discusses the strengths and limits of memory and evaluates the human factor in communications systems. He then surveys the surprising range of near-human activities that computers can perform. The book also includes an introduction to psycholinguistics; an unbiased look at developments in the field of physical research; and a discussion of Project Grammarama: a study of how people learn the grammatical rules underlying artificial languages. (Author/AMM)

ED 042 166 AL 002 527

Hirschhorn, Howard H.

Technical & Scientific Reader in English [Temas técnicos y científicos en inglés, con ejercicios para aumentar el vocabulario].

Pub Date 70

Note—203p.

Available from—Simon and Schuster, Educational Division, 1 West 39th Street, New York, N.Y. 10018 (\$1.75)

Document Not Available from EDRS.

Descriptors—*English (Second Language), Glossaries, *Language Instruction, *Reading Materials, *Scientific Literacy, Spanish, Spanish Speaking, *Technical Writing, Vocabulary Development

This book has been developed for those who wish to increase their understanding of technical and scientific English. It is designed especially for Spanish-speaking students, scientists, and technicians who are preparing to take courses in American schools or under instructors abroad. The 50 reading selections are drawn from a wide variety of technical, semi-technical, and scientific writings. They cover a broad range of subjects, and because no definite sequence is intended, they may be selected for study in any order. Selected specifically for vocabulary content, the readings are also self-expository. Lexical items of a technical nature or with specialized contextual meaning

are defined in Spanish in the margin of the page on which they appear. Exercises follow each reading selection. Comprehension exercises develop overall understanding as well as mastery of specific sentences. Vocabulary exercises reinforce understanding and strengthen retention of newly acquired words. Conversation exercises provide active oral practice. Answers to the exercises appear at the end of the book. (Author/AMM)

ED 042 167 AL 002 529

Hockett, Charles F., Ed.

A Leonard Bloomfield Anthology.

Pub Date 70

Note—553p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$22.50)

Document Not Available from EDRS.

Descriptors—American Indian Languages, *Anthologies, *Bibliographies, Book Reviews, *Descriptive Linguistics, Diachronic Linguistics, Language Instruction, *Linguistics, Linguistic Theory, Morphology (Languages), Phonology, Semantics

Identifiers—*Bloomfield (Leonard)

This anthology of writings by the influential American linguist Leonard Bloomfield consists of selections intended to reveal "Bloomfield's way of working, his personality, his pet ideas, and his chief lines of work." Included are working articles, general statements of principles, book reviews and obituaries. Excluded are language teaching materials, selections from books still available in print, and most materials considered of primary interest to specialists in certain areas of linguistics such as Germanic philology. Among the articles are: "Sentence and Word," "Subject and Predicate," "A Set of Postulates for the Science of Language," "Literate and Illiterate Speech," "On Some Rules of Panini," "Linguistic Aspects of Science," "The Stressed Vowels of American English," "Linguistics as a Science," "Philosophical Aspects of Language," and "Meaning." The volume also contains an exhaustive eleven page bibliography of Bloomfield's works. Articles by Charles Hockett and William G. Moulton evaluating Bloomfield's contribution to linguistics are appended. Selections are arranged chronologically. (FWB)

ED 042 168 AL 002 530

PAKS—Arbeitsbericht Nr. 5. Juli 1970. [PAKS—Working Paper No. 5. July 1970.]

Stuttgart Univ. (Germany).

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date Jul 70

Note—202p.

Available from—Institut für Literatur-und Sprachwissenschaft, Lehrstuhl Anglistik, Linguistik, Universität Stuttgart, 7 Stuttgart 1, Postfach 560, Germany

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Contrastive Linguistics, *Error Patterns, *Interference (Language Learning), Morphology (Languages), Phonology, Research Projects, Syntax

Identifiers—*Error Analysis, Lapsology, PAKS, Project on Applied Contrastive Linguistics

This report, the fifth in a series of working papers issued by the Project on Applied Contrastive Linguistics (PAKS) at the University of Stuttgart, is dedicated to a consideration of error analysis in language learning, here seen as relevant not only for the teacher but for the text book writer and the curriculum planner as well. An introduction by Gerhard Nickel, the head of the PAKS project, discusses questions basic to error analysis (here also called Lapsology). Articles deal with: intra and interstructural mistakes on the phonemic-graphemic level, error analysis in the realm of morphology and syntax, the analysis of lexical errors, and error analysis and therapy in the area of the lexicon. A bibliography of relevant publications is also included. Appended teacher reports discuss the use of therapeutic error analysis in the realm of interference and problems arising from the parallel teaching of English and French in German schools. All articles are in German, but references in the bibliography are chiefly to materials in English. (FWB)

ED 042 169 AL 002 531

Magner, Thomas F.

The Student's Dictionary of Serbo-Croatian: Serbo-Croatian/English, English/Serbo-Croatian.

Pub Date 70

Note—201p.

Available from—Singidunum Press, P.O. Box 644, State College, Pa. 16801

Document Not Available from EDRS.

Descriptors—Cyrillic Alphabet, *Dictionaries, English, *Instructional Materials, *Morphology (Languages), *Serbo-Croatian

The Serbo-Croatian/English section of this student's dictionary contains all the words used in the author's "Introduction to the Serbo-Croatian Language" (third edition), as well as other words in common use. Short explanations of the Serbo-Croatian language and the terms used in the entries, and a sketch of Serbo-Croatian grammar are provided. Each entry indicates grammatical category, gender, case, and other pertinent information; the Serbo-Croatian appears in the Latin alphabet. (Not intended as a reference dictionary.) (AMM)

ED 042 170 72 AL 002 532

Jayasuriya, J. E., Comp.

Ceylon Education Abstracts; Period Covered January 1, 1966–December 31, 1967. Vol. 1, No. 4–1970.

National Science Foundation, Washington, D.C. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No—TT-67-59101-4

Pub Date 70

Note—73p.

Available from—Inspection copy available at the ERIC Clearinghouse for Linguistics, 1717 Mass. Ave., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Abstracts, Adult Education, *Annotated Bibliographies, Counseling, Cultural Factors, *Education, Educational Change, Educational History, Educational Legislation, Educational Objectives, English (Second Language), Guidance, Language Instruction, Periodicals, Psychology, *Research Reviews (Publications), Sinhalese, Tamil, Teacher Education, Teaching Methods

Identifiers—*Ceylon

"Ceylon Education Abstracts" attempts a coverage of the more significant materials published in Ceylon on various aspects of education. This is the fourth and concluding part of Volume 1. The four parts of Volume 1 have dealt with the materials published during the period January 1, 1957 to December 31, 1967. Where the title of an entry is not in English, it is in Sinhalese with an English translation. A few titles are in Tamil, and in such cases the words "in Tamil" appear at the end of the abstract. A list of the newspapers and the periodicals from which material has been selected, and an author index are given at the end. [Not available in hardcopy due to marginal legibility of original document.] (Author/AMM)

ED 042 171 AL 002 534

Gumperz, John J.

Sociolinguistics and Communication in Small Groups.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—California Univ., Berkeley. Inst. of International Studies; National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—WP-33

Pub Date Apr 70

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Communication (Thought Transfer), Cultural Background, Field Interviews, *Language Styles, *Language Usage, Linguistic Competence, *Minority Groups, Negro Dialects, Nonstandard Dialects, Phonology, Social Background, Social Differences, *Sociolinguistics, Syntax, Verbal Ability

Identifiers—*Communicative Competence

This paper reviews some recent research on the relationship of group processes and cultural milieu to choice of linguistic form and its implications for problem solving in small (minority) groups. Basic to the discussion is the concept that language usage conveys important social information and is therefore not a matter of choice but must be rule-governed. The initial section differentiates linguistic competence (ability to produce grammatically correct sentences) from communicative competence (ability to select appropriate forms from the totality of grammatically

correct expressions available). Techniques for eliciting communicative competence are then discussed and compared; all methods are seen to depend on the investigator's knowledge of the cultural make up of the group concerned. With regard to the analysis of elicited conversational material, Labov's notion of sociolinguistic variables and the concept of "background expectation" are discussed, among others. Research dealing with social origin and communicative ability is also reviewed. The author concludes that the basic understandings achieved in the studies considered can aid the study of problem solving in small group studies by giving the researcher insights into basic communication processes, thus improving the validity of his own field work both cross culturally and within his own society. (FWB)

ED 042 172 AL 002 535

Moskowitz, Arlene I.
The Acquisition of Phonology.
California Univ., Berkeley. Language and Behavior Research Lab.
Spons Agency—California Univ., Berkeley. Inst. of International Studies; National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No.—WP-34
Pub Date Jul 70
Note—53p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Child Language, Distinctive Features, Intonation, Linguistic Theory, Models, Morphology (Languages), Phonemes, *Phonology, *Psycholinguistics, Semantics, Sentences, *Suprasegmentals, *Syllables, *Transformation Generative Grammar
This paper deals with methods and models appropriate to the systematic linguistic study of the child's acquisition of phonology. Sections I through IV present a review of previous studies in the field, discuss the usefulness of the concept of "innateness," discriminate between phonetic and phonological ability, and discuss the concept of discrete units in language and its relationship to language learning. Section V then presents a "Preliminary Outline of Phonology Acquisition" based on the theory that the acquisition of phonology involves a large number of interrelated stages which cannot be strictly isolated from one another. The idea of a "prelinguistic" stage is rejected, it being assumed that the child's linguistic development begins soon after birth. The child's development through the babbling stage and his acquisition of the concepts of sentence, syllable, segment and distinctive feature are then traced. Because the syllable is considered the first elementary unit of a child's speech and therefore of importance as the source of other units, the lengthy final section of the paper is devoted to the acquisition of syllable structure. (FWB)

ED 042 173 AL 002 537

Gumperz, John J.
Verbal Strategies in Multilingual Communication.
California Univ., Berkeley. Language and Behavior Research Lab.
Spons Agency—California Univ., Berkeley. Inst. of International Studies; National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No.—WP-36
Pub Date Jun 70
Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Ability Grouping, Biculturalism, *Bilingualism, Bilingual Students, Classroom Communication, *Communication (Thought Transfer), Cultural Background, *Cultural Pluralism, *Language Styles, Language Usage, Mexican Americans, Negro Dialects, Social Factors, *Sociolinguistics, Teacher Attitudes, Teacher Role

Identifiers—*Code Switching

This paper deals with the phenomenon of code switching among bilinguals. Whereas previous studies of code switching have, however, concentrated on instances in which code alternation can be correlated with a change in social occasion, this paper uses examples from the speech of Mexican-American and Afro-American bilinguals to focus on those instances in which seemingly random language mixture is found in informal situations in which the minority language is considered normal. The author argues that such switching is not random but serves definite and clearly understandable communicative ends. Underlying this phenomenon is seen to be the

process of foregrounding (the highlighting of a word or a syntactical of phonological form by using its outside of its normal context), and the various contextual meaning derived through such alternation are discussed in some detail. The author concludes that an understanding of the extent to which minority groups use code alternations as a verbal strategy in everyday interaction and of the extent to which such groups are sensitive to the relationship between language and context is more important to the success of programs aiming at biculturalism and bilingualism than a knowledge of the ways in which nonstandard dialects differ grammatically and phonologically from Standard English. (FWB)

ED 042 174 48 AL 002 541

Catford, J. C. Pisoni, David B.
Auditory vs. Articulatory Training in Exotic Sounds. Final Report.
Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No.—BR-9-7740
Pub Date 31 Jul 70
Contract—OEC-0-9-097740-3743(014)
Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Articulation (Speech), *Auditory Discrimination, Consonants, English, *Language Instruction, Phonology, *Pronunciation Instruction, *Psycholinguistics, Vowels

Two groups of English speakers received either auditory or articulatory instruction in learning to produce exotic sounds. Performance on production and discrimination tests indicated a striking superiority for the subjects who received systematic training in the production of exotic sounds as opposed to those subjects who received only discrimination training in listening to these sounds. The results of this study suggest that what is effective in the teaching of sound production and discrimination is the systematic development by small steps from known articulatory postures and movements to new and unknown ones. The possession of a scientific knowledge of articulatory phonetics by the teacher was shown to be extremely successful in leading students to the correct production of foreign sounds and thereafter to facilitate the discrimination of these sounds. The latter finding was taken as support for some carry-over from productive competence to auditory discriminatory competence. (Author/FWB)

ED 042 175 48 AL 002 542

Schane, Sanford A. Pisoni, David B.
Psycholinguistic Evidence for a Hierarchy of Syllable Structure. Final Report.
Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No.—BR-9-7740
Pub Date Jul 70
Contract—OEC-0-9-097740-3743(014)
Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Consonants, *Phonology, *Psycholinguistics, Statistical Analysis, *Structural Analysis, *Syllables, Vowels

An experiment was conducted to investigate the linguistic concept of a hierarchy of syllable structures. Subjects were asked to identify different types of consonant clusters in initial, medial, and final positions in words. Little psycholinguistic evidence was discovered to support the hierarchical ordering described in the linguistic literature. However, the results of this experiment must be classified as tentative rather than definitive. (Author/FWB)

ED 042 176 AL 002 543

Danks, Joseph H. Lewis, Charles
Principal Component Analysis of Ratings of Some Deviant English Sentences.

Educational Testing Service, Berkeley, Calif.; Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No.—RB-70-12
Pub Date Feb 70
Note—90p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Child Language, *Comprehension, English, *Grammar, *Psycholinguistics, Second Language Learning, Semantics, *Sentences, *Statistical Analysis, Syntax, Transformation Theory (Language)

Identifiers—*Principal Components Analysis

The comprehension of deviant sentences is dependent on several linguistic variables. Grammaticality (G), meaningfulness (M), and familiarity (F) are three variables which are potentially such. In order to study the effect of violating these variables upon Ss' responses to deviant sentences, 85 deviant and 15 correct sentences were assigned to eight groups representing all combinations of two values ("correct" or "deviant") on these three variables. The 100 sentences were given to four equal groups of Ss (total N=112), who rated each sentence from 0 to 10 on the basis of either grammaticality (G*), meaningfulness (M*), familiarity (F*), or ordinarieness (O*). The data of the first three groups were then combined into an 84 by 100 matrix. A principal components analysis was performed on the cross-product matrix with a varimax rotation. Four interpretable factors emerged, accounting for 89% of the variability. Factor I was a general comprehensibility factor in the factor loadings, related to changes in all three variables. However, the familiarity Ss scored highest on Factor I. Factors II and III represented G* and M-M*, respectively, in both factor loadings and factor scores. Factor IV corresponded to the F variable in the factor loadings, but was uninterpretable for the factor scores. [Not available in hard copy due to marginal legibility of original document.] (Author/FWB)

ED 042 177 AL 002 545

Langendoen, D. Terence
The Study of Syntax: The Generative-Transformational Approach to the Structure of American English. Transatlantic Series in Linguistics.

Pub Date 69
Note—174p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—*American English, Bibliographies, Deep Structure, Linguistic Competence, *Morphology (Languages), *Semantics, Sentences, Surface Structure, *Syntax, *Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language)

This book is a transformational generative discussion of American English designed for use at the undergraduate as well as the graduate level. Chapter 1 deals with the definition of language and questions of dialect and standard language. Chapter 2, "The Nature of Linguistic Data," considers the speaker's knowledge of his language and the approaches which the linguist can use in describing this knowledge. Chapter 3, "Towards A Syntactic Description of English," discusses the characteristics requisite to an adequate theory of language and presents a rudimentary theory which is then used to represent some English sentences. Chapter 4 discusses "The Nature of Semantics," and Chapter 5, "Some Transformations in English," deals with the relationship between deep and surface structure, showing how sentences with like meaning can have different surface manifestations and vice versa. Chapter 6 then presents a discussion of "English Sentence Types," while Chapter 7, "Morphology," deals "with the way in which the categories and feature specifications underlying the sentences of a natural language are realized as elements which ultimately are to be spoken or written." Finally, Chapter 8 raises the question "Why Deep and Surface Structure?" A bibliography, a glossary, and a set of problems corresponding to each chapter complete the book. (FWB)

CG

ED 042 178 CG 005 111

Problems on Counseling for Careers.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 69
Note—66p.

Available from—The American College Testing Program, P. O. Box 168, Iowa City, Iowa 52240, (\$2.00 per copy). Make checks payable to ACT

Document Not Available from EDRS.

Descriptors—Career Choice, Career Planning, *Careers, Counseling Effectiveness, Counseling Goals, Counselor Functions, Counselor Performance, Generation Gap, Guidance Counseling, Guidance Functions, Guidance Objectives, *Guidance Personnel, *Guidance Programs, Guidance Services, Student Personnel Programs, Student Personnel Services, *Student Personnel Work, *Student Personnel Workers, Student Welfare, Youth, Youth Problems

The first resource speaker, Willis Dugan of the American Personnel and Guidance Association, overviewed the current and changing needs in guidance programs. The demands which society now makes on young people were considered the point of departure from which continuously improving guidance programs should be developed. Six "responsible priorities" are delineated: (1) a clearer definition of counseling and its purpose; (2) definition of counselor duties and job functions; (3) greater professional competence; (4) an increase in the scope and effectiveness of communication; (5) development of research interests and activities; and (6) improvement of the counseling relationship. The second speaker, Dr. Joseph Shoben, Director of State University of New York's Center for Higher Education, spoke at length about the "generation gap" and the difficulties which obstruct effective dialogue between age groups, ethnic groups, etc. He concluded that new directions and finer sensitivities need to be developed among the helping professions if they are to become more relevant in a complex and turbulent world. A panel discussion concerning various viewpoints about career needs and problems concludes this transcription of the conference proceedings. (TL)

ED 042 179 CG 005 445

Proposal for a Mobile Assisted Career Exploration Unit.

Utah State Univ., Logan.

Spons Agency—Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.; Utah State Board of Education, Salt Lake City.

Pub Date [68]

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Career Opportunities, *Career Planning, Careers, *Counseling, *Development, Elementary School Students, Evaluation, Measurement, *Pupil Personnel Services, Vocational Counseling, *Vocational Development

A pilot program is proposed to determine if a mobile guidance unit operating on a limited time schedule can provide a feasible means for increasing maturity of rural ninth grade students. The program is based on the hypothesis that students interacting for a short period of time with a counselor and a counselor aid will enhance their vocational development as measured by an increase in vocational maturity. Two samples of ninth grade rural students who are generally without full time counseling are to be used (one as a control group). The program is designed to help the student acquire experience in two basic areas: (1) knowledge of self and the world of work and (2) practice in utilizing this knowledge in prevocational decision making. The student will be exposed to career information, given aptitude and interest tests and interact with the counselor in individual and group sessions. The proposal is designed to involve parents. Also included are outlines for career exploration schedules, evaluation designs and cost estimates. (MC/Author)

ED 042 180 CG 005 463

Johnston, E. F. And Others

An Educational Development Services in a Community College.

Mount Royal Coll., Calgary (Alberta).

Pub Date Mar 70

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Community Colleges, Counseling, Counseling Programs, *Counseling Services, Demonstration Programs, Development, Developmental Guidance, *Developmental Programs, *Models, *Student Personnel Services, Students

The document describes an educational development service designed to replace the more traditional student counseling service of a community college. It is committed to the principles of service, education and research and the implementation of both preventive and remedial programs which optimize all educational and personal growth opportunities. Six procedural tenets are listed: (1) the service will attempt to assess and meet new needs of the community college, (2) all programs of the service should remain integrated to avoid departmentalization, (3) the service will try to maintain a small staff student ratio, (4) the service will be decentralized to operate throughout the campus, (5) the program will be concerned with all students and go to them for suggestions, and (6) the college strives for a staff which exemplifies faith, understanding and acceptance. Three basic functions of the program are discussed: (1) remedial and rehabilitative, (2) preventive and (3) educative and developmental. The remainder of the paper deals with the community college's entrance and placement program, its academic advising program, its learning assistance program and its counseling program. (MC/Author)

ED 042 181 24 CG 005 482

Entwistle, Doris R. Greenberger, Ellen

A Survey of Cognitive Style in Maryland Ninth Graders: II Test Anxiety. Report Number 68

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date May 70

Grant—OEG-2-7-061610-0207

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Ability, *Anxiety, Behavior Change, *Classroom Environment, *Cognitive Ability, *Grade 9, Performance, Research, School Phobia, Testing, *Tests

Test anxiety was surveyed among Maryland ninth graders in six schools in the spring of 1968. The schools differed in racial composition, social class of student body, and in rural-urban location. Test anxiety does not show differences by social class or racial groups when schools have comparable IQ distributions. The level of test anxiety seems determined by students' relative level within the ability distribution of their own school, with those low in anxiety high in the ability-level distribution of the school. Changes in school practices and organizational patterns are suggested to decrease test anxiety. (Author)

ED 042 182 CG 005 624

Geis, Gilbert And Others

Addicts in the Classroom: The Impact of an Experimental Narcotics Education Program on Junior High School Pupils.

California State Coll., Los Angeles.; Economic Youth Opportunity Association.; Southern California Research Inst., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 69

Note—305p.

Available from—Gilbert Geis, Department of Sociology, California State College, 5151 State College Drive, Los Angeles, California 90032. (No price is quoted.)

EDRS Price MF-\$1.25 HC-\$15.35

Descriptors—*Changing Attitudes, *Drug Abuse, *Drug Addiction, Experimental Programs, Junior High School Students, *Narcotics, *Program Descriptions, Program Evaluation

An experimental narcotics education program was developed in two junior high schools in the Los Angeles area. The major thrust of the program entailed the employment of former addicts who met with health education teachers from the target schools in a series of workshops and participated in diverse ways in classroom presentations regarding drugs. It was hoped that the program would reduce experimentation with drugs and check such involvement when it had already been established. In addition there were a number of secondary aims to the program. Statistical measures indicated the value of the program in increasing knowledge regarding narcotics and in changing attitudes in desired directions. It must be stressed however that given the plethora of statistical, observational, and interpretive information and a conglomerate range

of goals no single evaluative measure can comprehend the value of a program as complicated as this. Ultimate judgments therefore must rest with the reader willing to balance consequences with his own particular values. (RSM/Author)

ED 042 183 CG 005 672

Staats, Arthur W. And Others

Learning and Cognitive Development: Representative Samples (Reading, Number Concepts, Writing) And Experimental Longitudinal Methods. Child Learning Project. Final Report.

Hawaii Univ., Honolulu. Head Start Research and Evaluation Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 69

Note—184p.

EDRS Price MF-\$0.75 HC-\$9.30

Descriptors—Arithmetic, *Basic Reading, Child Development, Cognitive Ability, *Cognitive Development, Cognitive Measurement, Concept Formation, *Experimental Psychology, *Learning Theories, Mediation Theory, Reading, Reading Ability, *Research Methodology, Writing

The monograph presents the findings of a decade long research project on the cognitive learning of children. Several other areas of general significance involved in the work are also treated. These include: (1) the importance of the work to the development of basic learning theory; (2) certain developments in methodology and in a philosophy of experimental methodology; (3) inclusion of theories of the aspects of cognitive development dealt with, e.g. Piaget; and (4) general implications for a conception of child development through learning. Recognition of the need to use the basic principles and methods of experimental psychology to study representative samples of human behavior led to the execution of the studies presented in the monograph. The four extensively described are: (1) Alphabet Reading; (2) Learning Reading Units and Classical Concept Formation; (3) Counting Learning and Counting Learning Mediated by Verbal Response Chains; and (4) Writing Learning, Imitation, and the Cognitive Learning Acceleration. (TL)

ED 042 184 CG 005 673

Zodickoff, David H.

A Study of Social Attitudes of Fourth, Fifth, and Sixth Grade Pupils.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date 67

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Academic Achievement, *Attitudes, *Elementary School Students, Interpersonal Competence, Social Attitudes, Social Characteristics, *Social Development, Social Environment, Socialization, Social Values

The study sought to discover the relationship, if any, between children with certain academic backgrounds and the attitudes generally considered most vital in a democracy. Attitudes were categorized into five behavioral areas: (1) democratic living; (2) group interdependence; (3) empathy; (4) independent thinking; and (5) social responsibility. These were selected from a review of the pertinent literature and formed the basis for developing a scale of social attitudes. Two hundred and forty-five fourth, fifth and sixth grade students comprised the sample to which the scale was administered. Significant differences in attitude scores were sought by isolating the children's sex, I.Q., achievement level and grade level as independent variables. Achievement level was found to be significant, with high achievers showing higher favorable attitude scores. Of all five areas probed, independent thinking was consistently the lowest positive attitude score. The suggestion was made that this condition might be rectified by the inclusion of more heuristic school activities. A copy of the scale is appended. (TL)

ED 042 185 CG 005 675

Evaluation Conference on the Presbyterian Guidance Program in an Age of Change.

Saint Andrews Presbyterian Coll., Laurinburg, N.C.

Spons Agency—Presbyterian Church in the United States, New York, N.Y.

Pub Date Feb 67

Note—161p.

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors—Counseling Goals, Educational Guidance, *Guidance, *Guidance Centers, Guidance Facilities, Guidance Functions, Guidance Objectives, Guidance Programs, *Religious Organizations, Vocational Counseling

The Presbyterian Guidance Program, the major emphases of which are on educational and occupational guidance, was evaluated from a variety of perspectives. Two speakers took an objective look at the program and center, defining their concern with "normal" youth, and discussing such aspects as: (1) accessibility of the service; (2) locations of the centers; (3) the use of vocational aides; (4) the proper use of testing; (5) record keeping; and (6) research. Three speakers addressed themselves to the topic of the relationship between church affiliated and public school guidance programs. Their general thrust was that church programs are conceived as supplementing, rather than supplanting, the public school programs. The vast needs of youth and the available guidance services both nationally and, more specifically, in North Carolina, were reviewed; The disparity between need and existing services precluded, in the minds of the discussants, any redundancy of services. Other speakers considered the future expansion of the program services. One reviewed the area of testing and measurement and described the advantages of biographical inventories over more traditional methods of predicting success in vocational placements. The conference concluded with a review of the consultation and a group discussion of "final considerations." (TL)

ED 042 186 CG 005 676

Olson, David H.

Empirically Unbinding the Double Bind.

American Psychological Association, Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 69

Note—16p.; Paper presented at the American Psychological Association Convention, Washington, D.C., August 31 through September 4, 1969

Available from—David H. Olson, Ph.D., Family Development Section, Child Research Branch, National Institute for Mental Health, Building 15K, Bethesda, Maryland (No price is quoted.)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Behavior Theories, *Conceptual Schemes, Measurement Techniques, *Psychology, *Research Design, Researchers, Research Methodology, Research Problems, *Schizophrenia, Social Exchange Theory

The theoretical concept of the double bind and the possibilities for researching it are discussed. The author has observed that theory and research, which should be reciprocal and mutually beneficial, have been working, as concerns the double bind, at odds with one another. Two approaches to empirically investigating the concept are considered via a review of the pertinent literature. The first is concerned with translating the phenomena into a valid operational form which can be studied; and the second is concerned with determining if schizophrenics are less able to discriminate double bind messages than other individuals. The author concludes that, generally, the reviewed studies have not provided a good test of the double bind. He does, however, note the two most significant among them, viz.: (1) Mehrabian and Weiner; and (2) Ringuette and Kennedy. He stresses the immediate need for further research which would help limit, clarify and operationalize the tenets of the theory and, resultantly, make it capable of empirical validation. (TL)

ED 042 187 CG 005 689

Muthard, John E. And Others

A Kwik-Keyword in Context-Index. Selected Rehabilitation Counseling Literature.

Florida Univ., Gainesville. Coll. of Health Related Professions.; Florida Univ., Gainesville. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 68

Note—142p.

Available from—KWIC I, Regional Rehabilitation Research Institute, J. Hillis Miller Health Center, University of Florida, Gainesville, Florida 32601 (No price is quoted)

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—*Annotated Bibliographies, Counseling, *Indexes (Locators), Mental Retardation, Placement, *Psychology, *Rehabilitation Counseling, Sheltered Workshops, Testing

This KWIC Index was prepared to provide rehabilitation counselors and others concerned with their work and preparation with a basic bibliography in a form which is easy to use. It indexes a substantial portion of the literature published in this field in the last eight years. It is concerned with the types of problems peculiar to rehabilitation counseling, but also includes much from the general field of counseling, placement, supervision, performance, evaluation, information retrieval, personnel, psychology, testing, psychological aspects of disability, descriptions of disability groups, etc. Annotated bibliographies in the areas of mental retardation and sheltered workshops are included. The Coordinate Indexing Process is used in this bibliography. (KJ)

ED 042 188 CG 005 690

Kopitz, Eugene D.

The Sensitivity Training Movement: Professional Implications for Elementary and Secondary School Counseling and Teaching.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 25 Mar 70

Note—18p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Behavior Change, Elementary School Counseling, *Evaluation Needs, *Group Therapy, *Human Development, Individual Development, Mental Health, Secondary School Counselors, *Sensitivity Training, T Groups

The attempt in this paper was four fold: (1) present some historical facts regarding sensitivity training; (2) discuss concerns of some key professionals in the field; (3) describe some facets of sensitivity training programs; and (4) note implications of this movement for counseling and teaching in elementary and secondary schools. The laboratory movement has developed some power procedures for facilitating human change. To date some of the problems in the use of these techniques and processes have not been clearly specified and dealt with. The many issues and problems related to this movement should be analyzed and evaluated. Any positive results from a program of systematic evaluation could form the basis for firmly developed institutional and professionalized position for the implementation of the laboratory method. Until this is done, serious reservations must be held regarding the use of sensitivity group sessions with young children, adolescents, and adults. (Author/KJ)

ED 042 189 CG 005 691

Woods, Richard G. Harkins, Arthur M.

Indians and Other Americans in Minnesota Correctional Institutions. The National Study of American Indian Education.

Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Mar 70

Contract—OEC-0-8-080147-2805

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Adults, *American Indians, Children, *Court Litigation, Family Background, Individual Characteristics, *Mexican Americans, Minority Groups, *Negroes, *Psychiatric Services, Social Problems, Youth

This report compares the characteristics of Indian American new court commitments with the characteristics of Negro, Mexican-American, and white new court commitments during the same period of time. A total of three categories of individuals was examined, juveniles, youth, adults. The populations used are not representative of the ethnic groups in question, however, the data may be useful in pointing up characteristics which are socially, if not statistically, significant. Data were collected concerning: (1) ethnic comparisons; (2) place of birth; (3) Minnesota County of Residence; (4) place of residence; (5) previous correctional histories; (6) marital status and living situation; (7) religion; (8) intelligence estimate; (9) educational attainment; (10) occupational skill level; (11) current employment status; and (12) previous psychiatric treatment and presentence psychiatric evaluation. (KJ)

ED 042 190

CG 005 692

Resource Book for Drug Abuse Education.

National Education Association, Washington, D.C.; National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information; Public Health Service (DHEW), Arlington, Va. Pub Date Oct 69

Note—120p.

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 (\$1.25 per copy)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Attitudes, Audiovisual Aids, Communication (Thought Transfer), *Drug Abuse, Drug Addiction, *Instructional Materials, Resource Guides, *Student Attitudes, Teaching Methods, *Teaching Techniques, *Workshops

This Resource Book contains summaries of factual information on drug abuse as well as techniques and suggestions that experienced drug educators have found helpful in communicating with young people who are thinking about drugs or have already experimented with them. An effort has been made to include papers by medical authorities and social scientists which reflect a range of views regarding drugs. The goal is the development of skills in the use of drug materials which will enable teachers to open up the kind of dialogue and discussion that is a prime requisite in influencing youth attitudes. A section on planning drug abuse education workshops is included. The book is divided into five parts: (1) teaching about drugs; (2) facts about drugs; (3) supplementary reports on drugs; (4) drug films; and (5) how to plan a drug abuse education workshop. Selected references are listed at the end of the book. (KJ)

ED 042 191

CG 005 693

Hollister, William G. Rae-Grant, Quentin

The Principles of Parsimony in Mental Health Center Operations.

American Orthopsychiatric Association, New York, N.Y.; North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 24 Mar 70

Note—18p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Mental Health, *Mental Health Clinics, Mental Health Programs, Patients (Persons), Professional Personnel, *Program Improvement, Psychiatric Services, *Resource Allocations, Role Perception, *Services

This paper calls for a philosophic and operational reorganization of Comprehensive Mental Health Centers to effect a more efficient and parsimonious use of scarce resources. It translates the laws of parsimony into clinical terms as those interventions and methods of care requiring: (1) the least disruption of the patient's life; (2) use of the least expensive and extensive services first, on a time trial basis; and (3) judicious allocation of scarce professional time. It spells out some of the administrative and professional role changes required to implement such efficient parsimony. (Author)

ED 042 192

CG 005 694

Peters, David R. Schreiner, Philip J.

The Effects of Television and Expert Feedback on Self-Perception.

California Univ., Los Angeles. Graduate School of Business Administration.

Report No—RP-31

Pub Date Apr 70

Note—27p.; Paper presented in part at the Western Psychological Association Annual Meeting, Los Angeles, California, April, 1970

Available from—University of California, Los Angeles, Calif., Graduate School of Business Administration, Division of Research

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Attitudes, *Changing Attitudes, Feedback, *Group Dynamics, Individual Activities, Males, *Self Concept, Speech Skills, Students, *Television Instruction

This field experiment investigated the effects of confronting people with different types and timings of descriptive feedback on their presentations of self. The experimental subjects were 28 male graduate students. The subjects made three-minute informal presentations on a personal topic

and then received feedback on their individual performances. Feedback types and sequences were: (1) T.V. video-tape replay; (2) expert description, and then delayed T. V.; and (3) no immediate feedback (control) followed by delayed T. V. Semantic differential instruments, developed to assess the visual and vocal self, were administered before, during and one week after the experiment. The results indicate that: (1) immediate T. V. feedback had a stronger effect upon the structures of the self-percepts than did expert feedback or no feedback, but the differential effects were not always significant; (2) subjects in all three group-conditions first shifted significantly toward self-attitudes which were more favorable; (3) both types of change were greater for subjects with less speaking ability; and (4) the revised self-assessments were not altered further by any delayed T. V. feedback and were maintained over a follow-up period of one week. (Author)

ED 042 193

CG 005 695

Bluhm, Harry P.

The Pushout - A Kaleidoscopic Personality.

American Personnel and Guidance Association, Washington, D.C.; Utah State Board of Education, Salt Lake City.

Pub Date 66

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Academic Ability, *Dropout Attitudes, *Dropout Characteristics, *Dropout Prevention, Dropouts, Educational Problems, *Educational Responsibility, Individual Characteristics, *Self Concept, Student Alienation

An attempt has been made in this paper to show that the pushout is a complex person, that he has a kaleidoscopic personality, presenting no one image to his peers, his parents, his teachers or his prospective employer. He means many things to many people. If we are dedicated to helping all students succeed optimally, it behooves us to understand the characteristics of the pushout. This necessitates that we see him through his own eyes: (1) he has a poor self-image; (2) he sees himself as a failure. In order to help him to acquire a better self-image, answers must be found to several questions: (1) how can we avoid alienating these students? (2) what makes an educated person? and (3) how can we enhance the self-concept of academic ability of the pushout? The challenge to educators is to create a new image of the pushout, an image which hopefully results in a self-concept of adequacy. (KJ)

ED 042 194

CG 005 696

Johnson, Richard W., Ed.

Use of Interest Inventories with Women. Volume

3, Number 13. Counseling Center Reports.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Jun 70

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Counseling, Counseling Services, *Females, *Interests, Interest Scales, *Interest Tests, Measurement Instruments, *Test Construction, Test Interpretation, Tests

This purpose of this paper was to evaluate the effectiveness of interest inventories in counseling female clients. A total of eight basic questions were considered, such as: (1) are interest inventories too dependent on particular criterion groups to be of much value in counseling? (2) what factors are associated with a change in measured interests? and (3) are interest inventories valid for female clients? Issues pertaining to scale development reliability, validity, test usefulness, and profile interpretations are critically evaluated. Suggestions for improved counseling practices and needed research are offered, including: (1) a single interest inventory for men and women would benefit both counseling and research; (2) counselors must become aware of those circumstances in which it is advisable to use interest inventories and those situations in which it is probably unnecessary; and (3) attempts to facilitate the interpretation of test results to clients need to be broadened and evaluated. (Author/KJ)

ED 042 195

CG 005 697

Bluhm, Harry P.

The Employment Counselor as a Vocational Counselor.

American Personnel and Guidance Association, Washington, D.C.; Utah Univ., Salt Lake City.

Pub Date 24 Mar 70

Note—8p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Counseling, *Counselor Functions, Counselor Role, Dropout Programs, *Dropout Rehabilitation, Employment, *Employment Counselors, *Occupational Guidance, *Problems, Vocational Counseling

The purpose of this paper is to explore the role of the employment counselor as a vocational counselor to dropout discussing such topics as: (1) functions, (2) problems of dropouts and their counseling implications, and (3) counseling the dropout. Included in the functions are: (1) representing the Employment Office in coordinating all programs that would assist the dropout; (2) providing vocational guidance; and (3) establishing a mutual trust and confidence with the dropout. Problems of dropouts included in the discussion are: (1) lack of vocational maturity; (2) an impaired family relationship; (3) problems in school; and (4) inadequate motivation. Some of the barriers to counseling the dropout are: (1) the dropout's feeling of inadequacy; (2) communication barriers; (3) the dropout's physical appearance and mode of dress; and (4) counselor prejudices. The following recommendations are made to employment counselors in the counseling process: (1) their responsibility is more than job placement; (2) they should provide help in those areas in which the dropout is willing to accept assistance; and (3) they should help the dropout develop realistic goals. (KJ)

ED 042 196

CG 005 698

Curtin, Thomas G. And Others

Cooperative Education Program. Concord-Carlisle

Regional High School, Concord Massachusetts.

Concord-Carlisle Regional School District, Concord, Mass.

Pub Date 70

Note—12p.

Available from—Thomas G. Curtin, Counselor, Concord-Carlisle High School, Thoreau Street, Concord, Massachusetts 01742. (No price is quoted.)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Academic Education, Educational Experience, *Educational Innovation, Enrichment, *Enrichment Activities, *Enrichment Programs, Learning Experience, Programs, *Self Actualization, *Work Experience Programs, Work Study Programs

Cooperative Education at Concord-Carlisle High School is a plan of educational enrichment designed to enhance self-realization and direction by means of integrating classroom study with planned and supervised practical experience in educational, vocational, social service, or cultural learning situations outside of the formal classroom environment. This program has three parts: (1) employment in which students are placed in formal job situations for both pay and academic credit; (2) volunteer services in which students volunteer their services to the community; and (3) tutorial program in which students work with elementary school children. The faculty and administration of the school have been supportive and instrumental in its rapid growth. Students have assumed much of the responsibility for organizing and administering the program. The community has also given support to the idea. School buses provide transportation for students in the volunteer and tutorial programs. Comments by participating student and teacher are given to conclude this report. (KJ)

ED 042 197

CG 005 699

Dunn, Charleta J. Payne, Bill F.

The Effects of Group Guidance Upon the Self-Esteem, Interpersonal Relationships, and Educational Achievement of the Culturally Different Child.

Houston Univ., Tex.

Spons Agency—Fort Bend Independent School District, Stafford, Tex.; Texas Univ., Austin.

Hogg Foundation for Mental Health.

Pub Date Sep 69

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Academic Achievement, *Behavior Change, *Culturally Disadvantaged, Disadvantaged Youth, Elementary School Students, *Program Development, Self Concept, *Self Esteem, Social Disadvantage, *Social Discrimination

The investigation was initiated in an attempt to identify action programs which may help the socioeconomically deprived overcome the psychological degradation and injury to the self-esteem which result from the negative evaluation society has placed upon them. A sample of approximately 200 fourth and fifth grade school students was randomly selected from a population participating in an Elementary and Secondary Education Act, Title I program. These pupils, enrolled in a consolidated school district covering five towns located in the East Texas Gulf Coast area, were divided into two groups. Data were collected and analyzed for both the control and experimental groups prior to and following group guidance sessions conducted for the experimental group every two weeks for 13 months. The report has included the measurement of the students' behavior as seen in attitude, school attendance, and academic achievement and a description of the program as well as an evaluation of the materials used in terms of their success in soliciting student participation and change. (Author)

ED 042 198

CG 005 700

Morris, Joline And Others

A Home Treatment Program by an Indigenous Professional, the Visiting Nurse, with a Group of Adolescent Suicide Attempters.

Denver Dept. of Health and Hospitals, Colo.

Pub Date 70

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Adolescents, Counseling, *Counseling Effectiveness, Educational Programs, *Nurses, *Suicide, Tests, *Youth Problems

In this study, the effectiveness of a Visiting Nurse counseling program with the adolescent suicide attempter is examined. Both experimental and control subjects represented all socioeconomic groups. The nurses who worked with the control group had no special training, and were not encouraged to counsel the adolescents. Those working with the experimental group were asked to counsel them to see them at least weekly for one month, and training sessions for techniques were provided. The tests administered to the clients in both groups included: (1) Zung Self-Rating Depression Scale; (2) Suicide Attempt Project Form (SAFF); (3) Rosenzweig Picture-Frustration Study; and (4) Barrier and Penetration Scores. Results included: (1) help from the nurses was accepted in most cases; (2) those in the experimental group were more amenable to expectations and suggestions of others; (3) those in the experimental group internalized more of their anger on post-testing; and (4) the rate of recovery from depression was higher for the experimental group. (KJ)

ED 042 199

CG 005 701

Dumas, Neil S.

The Decision Maker's Guide to Applied Planning, Organization, Administration, Research, Evaluation, Information Processing and Analysis Techniques.

Florida Univ., Gainesville. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 70

Note—187p.

Available from—Guide, 901 Lakeshore Towers, Gainesville, Florida 32601

EDRS Price MF-\$0.75 HC-\$9.45

Descriptors—Abstracts, *Bibliographies, Decision Making, *Decision Making Skills, *Experience, *Learning, *Reference Materials

This guide is an attempt to eliminate the need for decision makers to suffer from many of their future errors. It is an attempt to insure that the "right" decision is made the first time. Briefly, the theory is that one can learn from other peoples' experience and thus avoid making future mistakes. This volume is a guide to other peoples' "experience." Used properly, it can and will result in: better planning, rigorous research and development, and improved projects. The guide is composed of three parts: (1) a subject index; (2) an author index; and (3) an abstract section. All entries in the abstract section are arranged by guide numbers. Having selected some of the entries from the subject and author indexes, the reader merely locates the appropriate guide numbers to find the complete reference and a descriptive abstract. The abstracts provide an entry into the world of organization, administration, planning, decision making, management and computer science. (Author/KJ)

ED 042 200 CG 005 702

Don't Guess About Drugs When You Can Have the Facts.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 70

Note—20p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.20 per copy.)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Bibliographies, *Catalogs, *Drug Abuse, Films, *Instructional Materials, *Mental Health Programs, Periodicals, Radio, Television

This catalogue serves two purposes. First, it outlines the general activities and materials in the National Institute of Mental Health anti-drug campaign. Second, it serves as an order form for materials that are currently available and describes the special procedures which have been established to facilitate distribution. Both radio and television programs are described, including public service programs and write-in spots. Printed material included in the booklet includes ads, flyers, special publications, journals, government publications, posters, and teacher materials. A list of available films is also given. (KJ)

ED 042 201 24 CG 005 730

Wu, Y. C.

Analytical Survey of Research Related to Social Work Education. Final Report.

Council on Social Work Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-020

Pub Date Oct 69

Grant—OEG-2-9-420020-1017-010

Note—179p.

Available from—Y. C. Wu, Council on Social Work Education, 345 East 46th Street, New York, New York 10017 (No price is quoted)

EDRS Price MF-\$0.75 HC-\$9.05

Descriptors—*Abstracts, Curriculum, Educational History, Educational Needs, Educational Research, Institutional Environment, *Literature Reviews, Manpower Needs, Research, *Social Work, *Surveys

This survey was made to identify, describe, and analyze research related to social work education published between 1960 and 1968, and to provide classified abstracts of the relevant research. In addition, it is hoped that the survey will identify and call attention to major trends and gaps in research in social work education. After an introduction to the survey in Chapter One, Chapter Two presents the methodology of the project. Chapters Three through Six give the content of social work education: (1) history and philosophy; (2) manpower supply; (3) curriculum; and (4) institutional characteristics and inter-institutional relationships. Chapter Seven summarizes the survey, discusses trends and gaps in research, and the limitation of this survey.

ED 042 202 CG 005 738

Stiller, Alfred, Ed.

School Counseling 1967. A View from Within.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 67

Note—277p.

Available from—American School Counselor Association, A Division of American Personnel and Guidance Association, 1605 New Hampshire Avenue, Northwest, Washington, D. C. 20009 (No price is quoted.)

Document Not Available from EDRS.

Descriptors—Change Agents, *Counseling, *Counselor Role, *Counselor Training, Guidance, Pressure, *Pupil Personnel Services, Secondary School Counselors, *Social Influences, *Work Environment

This book deals with the environment of the counselor and tries to bring order and substance to the many forces acting upon him. The introduction gives a general development of school counseling. The next chapter deals with social forces as they relate to the counselor's role as agent of change. The following chapter concerns itself with federal legislation and the immediate and long range impact of these acts. Counselor education and the professionalization of the counselor are covered in the next chapter, followed by a treatise on the relationship of theory

and practice in school counseling. The concept of implementation of a truly functional pupil personnel organization is given in the next chapter. The next two chapters deal with the working environment of the counselor, both pressures on him and day-to-day problems. These chapters are followed by a historical view of the American School Counselor Association (ASCA). Concluding the book is a chapter which attempts to predict trends in school counseling. (KJ)

ED 042 203 CG 005 739

Lambert, Nadine M. And Others

Anecdotal Processing to Promote the Learning Experience. Stress of School Project Report.

California Univ., Berkeley.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Pub Date Feb 70

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Behavior, *Computer Oriented Programs, *Data Processing, Educational Improvement, *Individual Characteristics, *Information Systems, *Learning, Research Tools, School Organization, Systems Development

The Stress of School Project attempted to find new ways by which the school can help children learn more effectively. The resulting information system, APPLE (Anecdotal Processing to Promote the Learning Experience) was designed to process anecdotal data obtained in schools and integrate it with quantitative measures of pupil characteristics. Many features of APPLE are oriented toward building and maintaining magnetic tape and disc files of a variety of types of educational data. The system is also generalized so that other school systems may use it. The basic features of the APPLE system, the APPLE storage and retrieval program and the APPLE supporting programs are specified. Types of behaviors incorporated in the system include: (1) academic-intellectual; (2) social-emotional; (3) physical appearance; (4) general; and (5) other. The APPLE data structure and the way data are organized into files give the system its potential as a research tool and its generalizability to a variety of administrative needs. The files are discussed quite thoroughly. (KJ)

ED 042 204 CG 005 740

LaBarre, Maurine

A Community Project for Continuing Education, Health and Social Services for Pregnant School Girls.

Duke Univ., Durham, N.C. Medical Center.

Pub Date 69

Note—21p.

Available from—Mrs. Shirley Willis or Mrs. Maurine LaBarre, The Durham Cooperative School, 604 Chapel Hill Street, Durham, North Carolina 27701 (No price is quoted)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Community Support, *Educational Innovation, Educational Programs, *Pilot Projects, *Pregnancy, *Program Development, Student Needs, *Unwed Mothers

The Cooperative School for Pregnant School Girls is a program providing continuing education, health and social services, under the administration of the Durham City Schools system. This report outlines the problem and the needs indicated by research; the organization of community support, the steps in developing and conducting the Pilot Project; data about applicants for the project in 1967-68; the objectives and program outlined in the grant proposal, and the establishment of the Cooperative School in the fall of 1968. Funding came from state aid and from Duke University Child Guidance Clinic. A local church donated the necessary space for weekday use. Criteria for admission was established and 17 girls were admitted. Academic classes were held in the morning with credit given toward graduation. Afternoons were spent on health, social, and enrichment programs. The number of referrals and applications, as well as school and community support confirmed the need for such a program and its successful implementation. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED 042 205 CG 005 741

Wightman, Lawrence

What Computers Can Do Now.

Massachusetts Univ., Amherst. School of Education.

Pub Date 70

Note—13p.; Paper presented at the New England Educational Research Organization Conference in Boston, Massachusetts, June 4-5, 1970 and also at the 1970 Massachusetts School Counselors Association Conference

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Computer Oriented Programs, Counseling, *Counselor Functions, *Decision Making, Educational Improvement, Information Storage, *Innovation, *Interpersonal Relationship, Teacher Attitudes, Vocational Counseling

This paper concerns the use of the computer in schools. Several specific operational computer applications useful to counselors are discussed. These are: (1) the Ventura, which is the most comprehensive system; (2) the services available from NEEDS; (3) course selection; (4) updating information; and (5) making decisions, particularly occupational choices. Computer assisted guidance and counseling supports and supplements what the counselor does. However, some problems may arise due to the use of computers: (1) impersonal feelings; (2) high cost; (3) the system needs to be tailor made for each local area; and (4) the negative attitudes of teachers toward such technology in education. (EK)

ED 042 206 CG 005 742

Leherissey, Barbara L. And Others

Notes of Memory Support on State Anxiety and Performance in Computer-Assisted Learning. CAI Center, Tech Memo. Number 20.

American Educational Research Association, Washington, D.C.; Florida State Univ., Tallahassee.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Mar 70

Note—20p.; Paper presented at the American Educational Research Association Convention in Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Anxiety, Cognitive Processes, *College Students, *Computer Assisted Instruction, Educational Research, *Learning Processes, Males, *Memory, Problem Solving, Recall (Psychological)

The hypothesis that memory support (MS) reduces state anxiety (A-State) and errors in a computer assisted learning task was investigated. It was predicted that high A-State students given MS would make fewer errors than high A-State students given no memory support (NMS). Low A-State students were expected to perform equally as well with or without MS. Sixty male undergraduates were randomly assigned to MS or NMS conditions. All students received the same learning materials. The MS group was allowed to see their previous incorrect responses to each problem before attempting it again, whereas this information was not available to the NMS group. There were no significant effects of memory support on A-State as measured by the State-Trait Anxiety Inventory. However, the predicted memory support x A-State interaction was found for errors. These findings were compared with the results of previous research on anxiety and memory support. (Author)

ED 042 207 CG 005 743

Cohen, Albert Orzech, David

A Study of the Feasibility for Vocational Rehabilitation of a Perplexing Group of Mental Health Patients. Final Report.

Jewish Vocational Service and Community Workshop, Detroit, Mich.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date May 70

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Adjustment Problems, Counseling, Employment, *Employment Potential, Mental Health, Rehabilitation, Rehabilitation Counseling, *Rehabilitation Programs, *Vocational Adjustment, *Workshops

This project explored the feasibility for vocational rehabilitation of a perplexing group of patients awaiting separation from a state mental hospital. The patients were of dubious employability. The design was a series of sequential stages through which the 98 workshop participants passed, with attrition taking place at each stage. The program lasted for eight weeks and provided work adjustment rather than specific skill training.

ing. It consisted of a highly individualized, focused rehabilitation plan for each client, which centered around work assignments in the shop, but included counseling on a regular basis. Future plans were arranged for each client. A total of two follow-up studies were done. Results include: (1) graduation from the workshop greatly increased a client's probability of vocational rehabilitation; and (2) many patients, while adjusting to the workshop and later employment, experienced major difficulties in other spheres of community adjustment. (KJ)

ED 042 208

CG 005 746

Wallace, Hilda

The Paraprofessional Mental Health Worker: What Are We All About?

American Orthopsychiatric Association, New York, N.Y.; Harlem Hospital Center, New York, N.Y. Dept. of Psychiatry.

Pub Date Mar 70

Note—17p.; Paper presented at the American Orthopsychiatric Association Convention in San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Black Community, *Career Planning, Job Satisfaction, Negroes, Occupational Aspiration, *Program Descriptions, Program Development, *Rehabilitation Centers, Rehabilitation Programs, *Subprofessionals, Vocational Education

This paper presents, from the worker's point of view, ways in which paraprofessionals have related to clients, agencies, and the community, in their own idiom, often giving and receiving help that the professional staff were unable to obtain. The author discusses in detail: (1) important aspects of the black community that relate to patient service and background of the worker; (2) the participation of Psychiatric Rehabilitation Workers in patient service, community involvement, and organizational structure; (3) ways in which the paraprofessional staff have worked through their problems together; (4) the Career Ladder which has been developed; (5) questions about the future of this group; and (6) dreams for tomorrow, for patients and staff. (Author/EK)

ED 042 209

CG 005 747

Lunneborg, Clifford E. Lunneborg, Patricia W.

Forecasting University Major with the Washington Pre-College Test Using Discriminant Functions.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Jul 70

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Academic Aspiration, Career Choice, *College Students, Decision Making, *Measurement Instruments, Occupational Choice, *Predictive Measurement, Test Construction, Testing, Tests, *Vocational Development

Formulae for discriminant functions were developed to permit future student users of the Washington Pre-College test battery to determine their similarity to successful University students graduating in 6 major areas - humanities, physical science, social science, business, biological science, and engineering. The sample studied consisted on 1,392 University of Washington students who graduated June, 1969. Utilization of these results is a first step towards the Washington Pre-College test helping students make more global and critical decisions such as academic vs. vocational program, college major, choice of occupation, etc. The future of this system will see the use of interest and self-expressions of choice as predictors and validation to determine the success of choosing to major in that group of greatest similarity to the individual. (Author)

ED 042 210

CG 005 748

Sinnott, E. Robert Sachson, Angela D.

A Rehabilitation Living Unit in a University Dormitory Setting. Final Report.

Kansas State Univ., Manhattan.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date Jun 70

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Academic Ability, *College Housing, *College Students, *Dropout Prevention, *Emotionally Disturbed, Mental Health, Rehabilitation Centers, *Rehabilitation Programs, Student Adjustment, Student Needs, Volunteers

A rehabilitation living unit founded on the half-way house and therapeutic community models was established in a university residence hall to provide a resource for emotionally disturbed students who might otherwise require hospitalization or have to leave school. An initial baseline study indicated that a large number of scholastically able students drop out of school each year because of emotional problems. Over a period of seven semesters 52 male and female clients were treated in a living unit on two corridors of a large university dormitory. Approximately the same number of volunteer students lived in the unit and a group of students who were nominated but did not participate served as clinical controls. Results indicated that severely emotionally disturbed students can be provided satisfactory care in a rehabilitation living unit in a regular university dormitory without remarkable stigma or high risk to themselves or others. Outcome measures for clients showed a decreased drop-out rate, symptomatic improvement, and more favorable presentation of self to others as well as indications of increased personal comfort. (Author)

ED 042 211

CG 005 750

Struve, Patrick William Snider, Bill

The Political Socialization of Adolescents: A Study of Students in a Midwestern High School.

American Educational Research Association, Washington, D.C.; Ball State Univ., Muncie, Ind.; Iowa Univ., Iowa City.

Pub Date 4 Mar 70

Note—57p.; Paper presented at the American Educational Research Association Convention in Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Adolescents, High School Students, Mass Media, *Parent Influence, Participant Characteristics, Political Affiliation, *Political Attitudes, *Political Issues, *Political Socialization, Student Opinion, Student Participation

An attempt is made in this investigation to determine if a civic education program as found in this school in the midwest can develop attitudes conducive to active participation in political and public affairs. Students were asked to fill out a questionnaire based on scales developed to measure attitudes and opinions on politics, citizenship, and knowledge of political news media. Parents were asked their party affiliation and political activities. Results indicate that the intensity and variety of political experiences the young have in their home determine their ability to perceive and internalize the various messages and stimuli received from the school, community, peers, teachers, mass media, political events, and public personalities. Therefore, the political socialization process is a conserving system which does not drastically alter political behavior, beliefs, or attitudes of the adolescent. When change or cynicism does occur, it is probably the result of direct, purposeful experience. (KJ)

ED 042 212

CG 005 751

Landers, Daniel M.

Sibling-Sex-Status and Ordinal Position Effects on Females' Sport Participation and Interests.

Illinois Univ., Urbana. Children's Research Center.

Spons Agency—Illinois State Dept. of Mental Health, Springfield; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [69]

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Athletes, Athletic Activities, Behavior Patterns, *Birth Order, Children, Family (Sociological Unit), *Females, *Sex (Characteristics), Sex Differences, *Siblings

On the basis of the sibling-similarity hypothesis, it was hypothesized that females with a sister as opposed to females with a brother would report less past and desired sport participation and more psychological femininity. To investigate this hypothesis, sibling-sex-status and ordinal position effects were analyzed separately for females who were highly committed to sport and females who were less committed to sport. It was also hypothesized that females with sisters as opposed to brothers would be underrepresented in the physical education group. This latter hypothesis was partially supported since females with younger sisters, not older sisters, were underrepresented in the physical education group.

Although no significant sibling-sex-status or ordinal position differences were found, these variables interacted significantly on one of the two measures of sport participation and on one of the two femininity scales. (Author)

ED 042 213

CG 005 752

Ellis, M. J.

Proprioceptive Factors in Operative Timing.

Illinois Univ., Urbana. Children's Research Center.

Spons Agency—Illinois State Dept. of Mental Health, Springfield; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Adolescents, Cognitive Processes, Educational Research, *Feedback, *Junior High School Students, *Learning Processes, Males, *Motor Reactions, Problem Solving, Spelling, *Time Factors (Learning), Time Perspective

Time estimation is improved when the interval is filled with a motor response, with the proprioceptive feedback (PFB) presumably acting as a mediator. Altering the resistive dynamics of a handle moved 60 centimeters to fill a two-second interval manipulated the PFB from the response. Spelling aloud 2-, 3-, and 4-letter words during the motor response controlled the PFB from spelling and prevented overt counting. Eighty-four 11-14 year old boys were given immediate KR, the lapsed time for the motor response, for 50 or 60 trials according to the design. Only the condition reducing PFB to a minimum, no movement and no spelling, prevented accurate estimates, but above a minimal level accuracy, consistency and rapidity of learning increased with increasing PFB. (Author)

ED 042 214

CG 005 754

Harkins, Arthur M. And Others

Junior High Indian Children in Minneapolis: A Study of One Problem School. The National Study of American Indian Education.

Minnesota Univ., Minneapolis. Training Center for Community Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Contract—OEC-0-8-080147-2805

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—American Indian Culture, *American Indians, *Attitudes, Educational Quality, *Ethnic Groups, Indians, Junior High Schools, Race Influences, *Racial Factors, *School Surveys

This report discusses the problem of Indian children in Bryant Junior High School in Minneapolis. Some findings of the Special Subcommittee of Indian Education are of direct importance since this report seeks to find where these findings apply to one particular junior high school and where the general findings do not appear adequate for this school. The Task Force Report of 1969 is presented, followed by a plan for Bryant Junior High. The Task Force Report of 1970 is then given. Other topics and data presented include: (1) the Bryant Indian Education Survey; (2) action areas concerning Bryant Indian students; (3) a profile of Bryant Indian students; (4) the education-related values and attitudes of Indian parents; (5) action possibilities suggested by the parental questionnaire; (6) teachers and administrators at Bryant, attitudes towards Indians and personal competence; (7) some action possibilities suggested by the teacher-administrator questionnaire; (8) some overview commentary on Indian education; and (9) the Bryant data and the Senate Subcommittee findings. (KJ)

ED 042 215

CG 005 756

Evans, Walter B. And Others

College Union 101.

Association of Coll. Unions-International, Ithaca, N.Y.; Cuyahoga Community Coll., Parma, Ohio. Western Campus.

Pub Date 69

Note—386p.; Paper presented at the Association of College Unions-International Convention in Houston, Texas, March, 1970

EDRS Price MF-\$1.50 HC-\$19.40

Descriptors—College Students, Course Content, *Course Descriptions, Course Objectives, *Curriculum Guides, Educational Programs, Junior Colleges, Leadership, *Leadership Training, *Programed Instruction
 "College Union 101" was a leadership training program in College union work with an emphasis on programing. It was given to 25 persons at Cuyahoga Community College during the summer of 1969. This report discusses the development of the course, the course outline, the faculty, cooperation between campus departments, the organization of the program, finding ideas, and feelings of those who were involved in the program. The book "College Union 101" is a complete transcript of the course. It is included with the first report, and presents the sessions as they occurred with very little editing. (KJ)

ED 042 216 24 CG 005 781

Blum, Zahava D. And Others

Migration and Household Composition: A Comparison Between Blacks and Nonblacks.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—R-77

Bureau No.—BR-6-1610

Pub Date Aug 70

Grant—OEG-2-7-061610-0207

Note—95p.

EDRS Price MF-\$0.50 HC-\$8.85

Descriptors—*Migrants, Migration, *Migration Patterns, *Mobility, Negroes, *Racial Factors

This paper includes both a description and analysis of two factors associated with migration: occupational achievement and household composition. Principal comparisons throughout are between the black and nonblack samples, and within each sample, between migrants and nonmigrants. The extent to which geographical mobility takes place is documented and indications are that nonblacks tend to move further and more frequently than blacks, with the blacks showing a northward trend throughout history. Those with greater personal resources and skills, specifically education, are also more likely to migrate, except where individuals would be forced to enter low status and low income occupations by remaining. In this latter case, individuals with little education tend to move. In regard to actual benefits which accrue as a result of migration, data suggest that those whose status was high in a given locale are likely to make lower gains by moving than those whose status was low. Information obtained on household compositions indicates that, overall, kin relationships beyond the immediate family group play a more important part in the black household than in that of the nonblack. Changes in migrant households are more pronounced than changes in nonmigrant households. Several extensive data appendices are included. (Author/CJ)

ED 042 217 24 CG 005 789

Bailey, Larry J., Ed.

Facilitating Career Development: An Annotated Bibliography. Final Report.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.; Southern Illinois Univ., Carbondale.

Pub Date Jul 70

Note—137p.

Available from—Mr. Robert K. Gray, Research and Development Unit, Vocational and Technical Education Division, 405 Centennial Building, Springfield, Illinois 62706. (No charge for copies.)

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors—*Bibliographies, *Career Planning, Conference Reports, Experimental Programs, Measurement Instruments, *Occupational Guidance, Occupational Information, *Program Development, Simulation, Vocational Adjustment, *Vocational Development

This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance.

Chapter I is concerned with theoretical implications, applications, and a survey of computer based guidance systems. Chapter II summarizes many new models and techniques for guidance which view vocational behavior as a developmental process rather than as an event. The material in Chapter III deals with career development conferences and Chapter IV describes examples of programs designed to realize the ultimate criteria of a vocationally mature individual. Chapter V discusses career exploration achieved vicariously via games, simulation practices and guidance kits which encourage student activity and involvement. The intent of Chapter VI is to summarize recently developed instruments for measuring vocational behavior and Chapter VII illustrates the preponderance of approaches for providing occupational information and orientation. (RSM/Author)

ED 042 218 24 CG 005 799

Parsons, Ronald J.

Male Female Differences in Width of Cognitive Categorization: A Developmental and Perceptual Study. Final Report.

Missouri Valley Coll., Marshall.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-F-092

Pub Date Apr 70

Grant—OEG-6-9-008092-0046(057)

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Cognitive Processes, *Learning, Mental Development, *Sex Differences, *Stimulus Generalization

The problem investigated was the relationship between cognitive category width and certain other cognitive and perceptual variables, with the intent of gaining additional insight into the effect which individual differences in cognitive conceptualization exert on certain other behaviors. Cognitive category width, defined as the score obtained on the Pettigrew Category Width Scale, was found to be functionally related to certain types of mental tasks, but not to others. Stimulus generalization, either perceptually or through verbal mediation, was not found significantly related to width of categorization. A second study found broad categorizers to be somewhat more field independent in a Rod and Frame Test. There was, however, a significant interaction between sex and category width, with males who were broad categorizers superior to those who were narrow categorizers, the reverse being true for females. The third area of investigation found highly significant differences between broad and narrow categorizers in the learning of multiattribute paired associates. Conclusions suggest that performance in a simple perception task does not appear to be a significant function of category width per se. Generalizations regarding relationships between category width and field dependence remain inconclusive. (Author/CJ)

ED 042 219 24 CG 005 800

The Development of a Curriculum for Teaching Elementary and Secondary School Children the Dangers Inherent in the Use and Abuse of Dangerous Drugs. Final Progress Report.

Laredo Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-G-067

Pub Date 30 Sep 70

Contract—OEC-7-9-530067-0123-(010)

Note—545p.; Second Edition

EDRS Price MF-\$2.00 HC-\$27.35

Descriptors—*Curriculum Development, *Curriculum Guides, *Drug Abuse, Elementary School Students, Instructional Materials, Secondary School Students, *Social Problems, *Teaching Guides

This very extensive guide, designed in large measure by classroom teachers and meant for use by classroom teachers, is one community's response to its drug problem. The completed guide, however, is designed for adaptation throughout the nation and in foreign countries. Material is offered for different school levels, with the primary grades receiving information introduced by the classroom teacher, focusing on mental health and character development. The concept of drugs as medicine and narcotics is presented at the upper elementary level. The approach in the secondary grades is through the established curriculum with units offered in En-

glish, Mathematics, Science, Health and Physical Education and Social Studies. Specific yet flexible guidelines are included at each grade level to help establish objectives, create motivation, and provide activities for enrichment and reinforcement. Glossaries and factual information which can help answer questions often asked are included, as well as letters to committee members and parents. (CJ)

ED 042 220 24 CG 005 801

Harris, Beatrice

Individual Differences in Information Demanded

Prior to Making Risky Decisions. Final Report.

City Univ. of New York, N.Y. Div. of Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-B-088

Pub Date Aug 70

Grant—OEG-29-420088-1054(010)

Note—123p.

Available from—Beatrice Harris, Division of Higher Education, City University of New York, 535 East 80th Street, New York, New York 10021. (No price is quoted.)

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—*Achievement Need, *Decision Making, High School Students, *Individual Differences, Problem Solving, Psychological Needs, *Rewards, Risk, Thought Processes

In order to help students to be more efficient decision makers, it is essential to consider individual differences in the decision making process. The problem of this study was to determine the influence of specific internal and situational factors on the amount of information demanded prior to making risky decisions. Factors studied were category width, need to achieve, fear of failure, utility of reward and payoff. Measures employed were the Category Width Scale, the Mandler Sarason Test Anxiety Questionnaire, a group form of the TAT, a Preference for Risks test, and the Numerical Ability subtest of the Differential Aptitude Tests. Subjects were 186 male students who were high school juniors. Results indicate that, in general, when there was no reward or incentive, the motives "fear of failure" and "the need to achieve" were not elicited to differentiate subjects' strategies in decision making. Under conditions in which there are no specific goals, subjects do seem to employ a consistent cognitive strategy in the amount of information needed prior to decision making. This was seen as unrelated to intelligence. A logical followup of this study would be an examination of differences in information demand when individuals are given feedback. (Author/CJ)

ED 042 221 24 CG 005 814

Webster, Murray A., Jr.

Status Characteristics and Sources of Expectation.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-82

Bureau No.—BR-6-1610

Pub Date Sep 70

Grant—OEG-2-7-061610-0207

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Ability, *Evaluation, *Expectation, Group Behavior, Interaction Process Analysis, Perception, *Performance, Performance Factors, *Status

A previous version of expectation theory assumed that the likelihood that evaluations will be accepted and used to assign performance expectations for group members depends upon the perceived ability level of the evaluator. An extension of the theory asserts that, in the absence of knowledge of the evaluator's ability, acceptance of his evaluations depends upon his status characteristics. In an experimental test, 100 subjects were assigned randomly to four conditions, where they received either positive or negative evaluations from an evaluator possessing either higher or lower status than they. Results were as predicted for three of the four conditions; a possible interpretation of the one discrepancy is considered, and its theoretical significance is discussed. (Author)

ED 042 222 24 CG 005 820

Taylor, Ronald G.

Effects of Living Environment on Achievement and Study Habits.

American Coll. Personnel Association; Minnesota Univ., St. Paul. Student Counseling Bureau.

Pub Date Mar 70

Note—19p.; Paper presented at the American College Personnel Association Convention in St. Louis, Missouri, March 16-18, 1970

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Academic Achievement, Achievement, *College Freshmen, *College Housing, College Students, Dormitories, Student Ability, Student Adjustment, Student Attitudes, Student Behavior, *Student Characteristics, Student Development, Student Personnel Services, Study Habits, *Tutoring

This study examined the effects of residence hall homogeneous housing and tutoring on college freshmen. The following areas were investigated: (1) achievement patterns; (2) attrition; (3) achievement of average or high ability students; (4) achievement of students from various socio-economic backgrounds; and (5) study habits. The results show that cumulative achievement is significantly higher for residence hall students compared to randomly assigned nonresidence hall students. The potential of tutors is emphasized only when dealing with average ability students. The percentage of withdrawing or transferring freshmen did not differ significantly between the experimental and the control group. Study habit changes suggest that freshmen feel less confident in personal life and more conscious of academic difficulties. In general the results indicate that homogeneous housing and tutoring is one way to positively influence achievement and that the freshmen year affects a student's attitude about his academic skills and study habits, but this does not seem related to living environment. (MC/Author)

ED 042 223 CG 005 821
Readings in Computer Based Guidance. The Bartlesville System.

American Educational Research Association, Washington, D.C.; American Personnel and Guidance Association, Washington, D.C.; Bartlesville Public Schools, Okla.; Oklahoma State Univ., Stillwater. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-9

Pub Date Mar 70

Note—75p.; Papers delivered at the American Educational Research Association Convention in Minneapolis, Minnesota, March 2-6, 1970 and the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March, 1970

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Counseling, Educational Diagnosis, *Games, *Guidance, Guidance Counseling, Guidance Functions, Guidance Programs, Programed Instruction, Pupil Personnel Services, Systems Analysis

The document contains six papers which deal with the need for change in guidance and counseling due to the overwhelming amount of data which is insufficiently processed by conventional manual systems. Included in these papers are discussions on when these changes should occur and the nature of their alterations. The reports consider some of the ways in which the computer can be successfully used to provide needed support. These areas include: (1) information storage and retrieval; (2) diagnosis; (3) instructional gaming; and (4) synthetic confrontation therapy. The following topics are covered: (1) computer based gaming, a systems approach to vocational instruction; (2) synthetic confrontation therapy; (3) diagnosis and prediction; (4) a survey of two information languages for counselor applications; (5) gaming for vocational awareness; and (6) computer diagnostics. (MC/Author)

ED 042 224 CG 005 822

Nicolau, Abraham W.

The Relation of Self Concept and Frustration to Aggression in Emotionally Disturbed and Normal Children Placed in Special and Regular Programs.

American Educational Research Association, Washington, D.C.; Delaware Univ., Newark.

Pub Date Mar 70

Note—9p.; Paper presented at the American Educational Research Association Convention in Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Aggression, Behavior, *Behavior Patterns, Behavior Problems, Conflict, Elementary School Students, *Emotionally Disturbed Children, Hostility, Pupil Personnel Services, *Self Concept, Self Esteem, *Verbal Communication

The document discusses the effects of frustration on the aggressive behaviors of emotionally disturbed and normal children with high or low self concepts. Predicted were that greater amounts of verbal and behavioral aggression would be shown by: (1) emotionally disturbed subjects in special education classes than for normal subjects; (2) subjects under conditions of frustration than for subjects in non-frustration conditions; and (3) subjects with measured low self concept than for subjects with high measured self concept. Subjects were 32 emotionally disturbed and 32 normal male children, ages nine or ten. Results show that: (1) a verbal aggression depends upon an individual's adjustment status; (2) a direct behavioral expression of aggression is unrelated to an individual's adjustment status; (3) there is no significant difference in verbal or behavioral aggression for high or low self concept children following frustration; (4) no significant interactions occur on the adjustment status, frustration and self concept level; and (5) children manifesting one type of aggressive response tend not to use the other. (MC/Author)

ED 042 225 CG 005 823

Ryan, T. A.

American Personnel and Guidance Association 1970 Precession Systems Research for Counselors, Counselor Educators, and Supervisors. Final Report.

Hawaii Univ., Honolulu.

Spons Agency—American Personnel and Guidance Association, Washington, D.C.

Pub Date May 70

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Counseling, *Counselor Training, Curriculum Planning, Educational Planning, *Educational Programs, Evaluation, *Planning, Program Design, Program Planning, Supervision, *Supervisory Training, *Systems Analysis, Systems Approach, Systems Development, Workshops

This is a report of a five-day training session on systems research for counselors, counselor educators, and supervisors. The training session was an advanced program dealing with the use of systems research for planning and evaluating counseling, counselor education, supervision and related programs. The primary aims of the program were to: (1) develop participants' knowledge and understanding of systems research concepts and principles; and (2) to develop participants' proficiency in using systems techniques for planning and evaluating counseling, counselor education, supervision, and related areas. Forty trainees participated in the program, which included didactic instruction and supervised practice. Evaluation revealed attainment of program objectives at a near criterion level for most participants. Program evaluation suggests that organization and management were generally satisfactory. (Author)

ED 042 226 CG 005 824

Tondow, Murray

Computer Diagnostics.

American Educational Research Association, Washington, D.C.; Palo Alto Unified School District, Calif.

Pub Date Mar 70

Note—9p.; Paper presented at the American Educational Research Association Convention in Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Computer Oriented Programs, *Counseling, *Guidance, Guidance Counseling, *Guidance Functions, *Guidance Objectives, Guidance Programs, Programed Instruction, Systems Analysis

The report deals with the influence of computer technology on education, particularly guidance. The need for computers is a result of increasing complexity which is defined as: (1) an exponential increase of information; (2) an exponential increase in dissemination capabilities;

and (3) an accelerating curve of change. Listed are five functions of the computer in guidance: (1) data gathering; (2) storage; (3) manipulation; (4) retrieval; and (5) dissemination. Computer technology and information is extremely useful for good decision making. Computer based counseling gives equal treatment to all students and eliminates the student's need for role playing (usually necessary when interacting with people of importance, such as counselors). However, the system does not fulfill all the student's needs and institutional guidance will remain. Therefore, the document implies that new skills will be required of the guidance specialist which in turn necessitates changes in counselor training programs. (MC/Author)

EA

ED 042 227 EA 001 945

Proceedings of Statewide Higher Education Conference. Academic Planning, Facilities, Finance, Institutional Studies (Pigeon Lake Field Station, Drummond, Wisconsin, June 3-6, 1968).

Wisconsin Coordinating Council for Higher Education, Madison.

Pub Date Jun 68

Note—367p.

EDRS Price MF-\$1.50 HC-\$18.45

Descriptors—*Conferences, Educational Finance, Educational Planning, Facilities, Institutional Research, *Speeches, *Workshops

Identifiers—Wisconsin

The purpose of this conference was to bring together representatives of postsecondary education and State educational agencies to coordinate efforts for securing the future of higher education in Wisconsin. This publication contains general session and workshop addresses presented during the 4-day meeting. Four workshops provided information on the following problem areas: institutional studies, academic planning, facilities, and finance. General sessions stressed the need for coordination among these areas, and provided summaries of workshop activities. Indexes list participants and conference papers. (Appendix I-V, pages 179-193, may be of poor quality when reproduced because of marginal legibility). (RA)

ED 042 228 EA 002 958

Tanner, C. Kenneth

Program Evaluation in Cost Benefit Terms.

Pub Date Mar 70

Note—15p.; Paper presented at American Educational Research Association Annual Meeting, (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Cost Effectiveness, *Curriculum Evaluation, Decision Making, *Mathematical Models, Probability, Program Costs, Program Effectiveness, *Program Evaluation, Program Proposals, Rating Scales, Risk, Values

This paper advances a model, called the expected opportunity loss model, for curriculum evaluation. This decision-making technique utilizes subjective data by ranking courses according to their expected contributions to the primary objective of the total program. The model also utilizes objective data in the form of component costs, and differs from traditional cost-effectiveness models in that it places less emphasis on the cost components. The purposes of the decision model are (1) to formulate alternatives for decision making under uncertainty, and (2) to appraise the probable or conditional opportunity loss. The minimum loss is the optimum decision. (DE)

ED 042 229 EA 002 961

Planning Guide for Title II of the Elementary and Secondary Education Act of 1965. 1969-1970 Edition. Policies and Guidelines.

New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date [69]

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Grants, *Guidelines, *Library Acquisition, Library Materials, School Libraries

This guide provides local New York State education agencies with necessary instructions for participating in fiscal 1970 programs under the ESEA Title II program. The pamphlet also includes information on the basic grant program,

special purpose grants, and special purpose incentive grants. (JF)

ED 042 230 EA 002 963
Proceedings of National Conference on School Finance (12th, New Orleans, Louisiana, March 23-25, 1969). Fiscal Planning for Schools in Transition.

National Education Association, Washington, D.C.

Pub Date 70

Note—271p.

Available from—National Education Association, 1201 Sixteenth Street, Northwest, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Comparative Statistics, Conference Reports, Court Litigation, Decentralization, *Educational Change, *Educational Finance, *Educational Planning, *Equal Education, Equalization Aid, *Financial Needs, Financial Support, Lunch Programs, Political Influences, School Budget Elections, State Aid, Urban Schools

Some of the papers in this collection attempt to define equality of educational opportunity, while others present evidence that such equality is not being achieved. Also discussed are (1) the effects of a changing national economy on schools, (2) some political aspects of educational finance, (3) finance problems in urban schools, (4) legislation and litigation in school issues, (5) planning programming budgeting and management information systems, (6) school food services financing, (7) State support, (8) longrange planning, and (9) local budget problems. (Author/DE)

ED 042 231 EA 002 964
Steinhoff, Carl R. Owens, Robert G.
Impact of Research Findings and Recommendations in Urban School Districts: A Case Analysis.

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—RR-68-4

Pub Date 9 Feb 68

Note—12p.; Paper presented at American Educational Research Association Meeting (Chicago, Illinois, February 9, 1968)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Case Studies, Change Agents, *Educational Change, *Educational Improvement, Educational Innovation, *Educational Research, Elementary Schools, Professors, Program Development, *Research Utilization, Urban Schools

A gap exists between educational research results and new educational programs. In the absence of either an increase in the supply of professional change agents to fill this gap or a proliferation of applied development centers, it is the researcher, or the professor, who must, along with teachers and administrators, utilize research to engineer solutions to educational problems. This case study shows that individual professors can be effective in helping to bridge the gap between research and practice. (Author/DE)

ED 042 232 EA 002 965
Hooker, Clifford P. Mueller, Van D.

A Report on Administrative Compensation Planning for St. Paul Public School Personnel.

Saint Paul Public Schools, Minn.

Pub Date Feb 70

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Administrative Organization, *Administrative Personnel, Administrator Evaluation, Administrator Responsibility, Comparative Analysis, Goal Orientation, Guidelines, *Master Plans, Planning, *Salaries, *Salary Differentials

This report describes and analyzes various devices and techniques that may be utilized in planning local school administrative compensation. The document outlines broad overall goals for compensation planning, describes and evaluates the application of a compensation plan in the St. Paul schools, and proposes alternative strategies for establishing administrative salaries in St. Paul. After reviewing the major components of a compensation plan, the report proposes the following: (1) transform an administrator compensation policy into specific goals and objectives, (2) base administrator salary structure on a combination of variable ratios and internal ratios, (3) implement an administrator performance review

program, and (4) increase involvement of and communication among those responsible for school management. (EA)

ED 042 233 EA 002 966
Hooker, Clifford P. Mueller, Van D.

Equal Treatment to Equals: A New structure for Public Schools in the Kansas City and St. Louis Metropolitan Areas.

Missouri School District Reorganization Commission, Jefferson City.

Pub Date Jun 69

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Administrative Organization, Bibliographies, Economic Factors, Educational Finance, *Educational Opportunities, *Equal Education, Governmental Structure, Political Influences, Resource Allocations, *School Redistricting, Social Influences, Supreme Court Litigation, Urban Culture, *Urban Education, Urban Environment, *Urban Schools

This study of school districts in the Kansas City and St. Louis metropolitan areas is part of a larger study entitled, "School District Organization for Missouri" (ED 026 171). After a discussion of political, social, and economic factors affecting schools in most metropolitan areas, the paper focuses on Kansas City and St. Louis, where gross inequalities of educational opportunity are seen to exist. A new structure for public education in Missouri is then described as a regional school district with limited powers for each of the Kansas City and St. Louis metropolitan areas. (Maps on pp. 70-71 may reproduce poorly). (DE)

ED 042 234 EA 002 967
Baynham, Dorsey, Ed.

Educational Change Through State Leadership: ESEA Title III.

New York State Education Dept., Albany.

Pub Date [70]

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Affective Objectives, *Agency Role, Cognitive Development, Data Collection, *Educational Change, Educational Needs, Educational Programs, Educational Responsibility, Evaluation, Federal Programs, Information Systems, Program Evaluation, Psychomotor Objectives, *State Action, *State Agencies

Identifiers—*Elementary Secondary Education Act Title III

This ESEA Title III document synthesizes three reports from regional workshops held between September 1969 and January 1970. The topics concern issues discussed at these workshops. The first two papers, reflecting a consensus of workshop participants, indicate the essential conditions that should exist within State educational agencies to facilitate creative educational changes, and provide recommendations that State agencies can use to improve ESEA Title III programs. The third paper describes strategies for assessing educational needs in the cognitive, affective, and psychomotor domains. The document also includes presentations made by speakers at the various conferences and an evaluation based on questionnaires used before and after each conference. An appendix summarizes conference participation by State. (DE)

ED 042 235 EA 002 968
Londergan, Susan

Establishing an Educational Planning Unit for Delaware Department of Public Instruction.

Delaware State Dept. of Public Instruction, Dover.

Pub Date 69

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Agency Role, *Educational Planning, Evaluation Methods, Literature Reviews, Organization, *Planning Commissions, Program Evaluation, Staff Role, *State Departments of Education, Systems Analysis

To assist the Delaware Department of Public Instruction in designing and implementing a modern strategy for coordinating educational planning in the State, this report reviews techniques employed by other State educational agencies and offers a proposal for developing a planning unit within the department. Some specific recommendations for improving planning within the department are: systems analysis training for department personnel, evaluation and up-

dating of existing programs, a coordination system for departmentwide use, alternatives for decision makers, and the use of longrange projections as guidelines for short term efforts. (EA)

ED 042 236 EA 002 969
Structuring the Administrative Organization of Local School Systems. Educational Research Service Circular No. 2.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Apr 70

Note—44p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Administrative Organization, Bibliographies, Charts, Design, Management, *Organization, *Organizational Change, School Organization

This paper is intended to assist school administrators in improving existing school organizations. It discusses the nature of organizations, provides indicators of reorganization timing, and discusses the task of reorganization. A matrix chart, used to analyze and compare different organizational structures, is provided with explanations. Flowcharts for 15 different types of school administrative structures are provided and explained. A 25-entry bibliography is included. (DE)

ED 042 237 EA 002 973
Epstein, Benjamin

The Principal's Role in Collective Negotiations Between Teachers and School Boards.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 65

Note—15p.

Available from—National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Collective Negotiation, *Educational Policy, *Guidelines, Policy, Policy Formation, Principals, School Administration, *Teacher Administrator Relationship, Teacher Associations, Teacher Militancy

Current trends in teacher militancy alter the status of the principal, his effectiveness as an administrator, and his role in educational leadership. The best education of students demands a working partnership of teachers, principals, superintendents, and school boards, characterized by common goals, open communication, and mutual respect. The principal, in addition, plays a special role in creating and maintaining open lines of communication and mutual respect in collective negotiations. Agreements should be reached by consensus rather than by fiat, with personnel relating as partners rather than as adversaries. This booklet offers 11 guidelines for principals in taking effective positions in the collective negotiations arena. (RA)

ED 042 238 24 EA 002 988
Webster, Maureen And Others

Educational Planning and Policy: An International Bibliography. Working Draft. Parts I - VI.

Syracuse Univ. Research Corp., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0996

Pub Date Jun 69

Contract—OEC-1-7-070996-4253

Note—661p.

EDRS Price MF-\$2.50 HC-\$33.15

Descriptors—*Bibliographies, Educational Finance, *Educational Planning, *Educational Policy, Manpower Development, Productivity, Regional Planning, Technical Assistance

This 4,927-item bibliography constitutes part of a research project to provide a descriptive review of worldwide educational planning techniques and experiences, as well as an evaluation of the usefulness of such planning for integration in approaches to futures planning. In addition to supporting the research project, the bibliography provides a tool for scholars and practitioners to use in all educational planning and policy. Most sources are English, although some are French, Spanish, or German. The entries are divided into

(1) education and national development, (2) comprehensive and partial planning, (3) financing educational plans, (4) influences on the targets of planning, (5) productivity and efficiency, and (6) bibliographies. Author, country and regional indexes are also included. (RA)

ED 042 239 24 EA 002 989

Sandberg, John, Ed.

Schools and Comprehensive Urban Planning.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-6-2871

Pub Date Sep 69

Contract—OEC-4-7-062871-3059

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Administrator Role, Citizen Participation, *Community Planning, Educational Planning, Guidelines, Housing, *Information Systems, Interagency Cooperation, *Models, *Objectives, Technology, *Urban Environment
Four education experts stress the need to plan urban communities of the future that will guarantee the quality of human existence. John Sandberg emphasizes the desirability of cooperation among all planning agencies, and presents guidelines to aid in comprehensive urban planning. McAbee, Bottomly, and McCloskey list the qualities of human existence they feel planners must treat as objectives. According to these experts, urban communities must be designed to meet the physical, social, educational, and aesthetic needs of people, who must have decent environments to participate productively in decisions about their futures. Kenneth Hansen reviews some models of planning and implementation, such as systems approaches, and concludes that any planning model must consider priorities, alternatives, means, and implementation. Lyndon Musold concludes the document with guidelines for the development of an information system to be used in community planning. (RA)

ED 042 240 EA 002 990

Tractenberg, Paul L. Arnold, Selma

Current School Problems. Criminal Law and Urban Problems, Transcript Series Number 3.

Practising Law Inst., New York, N.Y.

Pub Date 70

Note—431p.; Derived from Transcript of Practising Law Institute Program (New York, N.Y., November, 1969)

Available from—Practising Law Institute, 1133 Avenue of the Americas, New York, N.Y. 10036 (Order No. C2-1110, \$50.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Boards of Education, *Collective Negotiation, Community Control, *Court Litigation, *Decentralization, Discipline, *School Law, *State Laws, Student School Relationship, Teacher Associations, Teacher Militancy, Teacher Strikes, Urban Education

The contributors to this volume examine various legal aspects of the following school problems: decentralization, collective negotiation, and student rights. These writers detail the practical aspects of recent decentralizations in New York City and Detroit, and make recommendations for local board functioning in decentralized systems. Three appendices cover (1) rights and responsibilities of senior high school students approved by the New York City Board of Education (1969), (2) a Michigan statute on decentralization, and (3) the New York State Board of Education's proposed community school district system bill. (A related document is EA 002 927). (JF)

ED 042 241 EA 002 992

Keepes, Bruce D.

Fiscal Effects of Public School Finance Plans.

Pub Date 3 Mar 70

Note—17p.; Paper presented at American Educational Research Association Annual Meeting, (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Educational Finance, School Support, *State Aid, Tax Allocation, *Taxes, Tax Rates, Tax Support

Two major issues in public school finance are fund raising and fund distributing. In this paper,

four school support plans are analyzed for their effects on the distribution of funds among local districts, on the distribution of the tax burden among local, State, and national bases, and on the provisions for districts to raise or lower taxes. Plans one and two both equalize the educational services of all districts in a State at some level. Under plan one the State provides all funds for educational services. Under plan two the State adds to funds raised locally up to the point of equalization. Plan three calls for States to provide matching grants to locally raised revenue. Under plan four local districts set the level of educational service, and States subsidize some portion of the total expenditure. (RA)

ED 042 242 EA 002 994

1970 Cumulative ACIR State Legislative Program.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Report No—M-48

Pub Date Aug 69

Note—545p.

Available from—Advisory Commission on Intergovernmental Relations, Washington, D.C. 20575 (Single Copies Free)

EDRS Price MF-\$2.00 HC-\$27.35

Descriptors—*City Government, Community Development, Comprehensive Districts, Equal Education, Financial Support, Health, Housing, *Special Programs, *State Aid, *State Legislation, *Taxes, Vocational Education, Water Resources

This reference aid for legislators and legislative service agencies contains proposals for State and local legislation concerning governmental organization, finance, urban affairs, planning and zoning, health, education, and water and land resources. (LLR)

ED 042 243

EA 002 996

White, Sharon

Law and Equal Rights for Educational Opportunity.

Pub Date [70]

Note—16p.; This paper borrows heavily from an article to be published in the Wisconsin Review entitled: "Intrastate Inequalities in Public Education: A Case for Judicial Release Under the Equal Protection Clause." by John Silard and Sharon White

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Court Litigation, *Educational Finance, Educational Policy, *Equal Education, *Equal Protection, *Expenditure Per Student, Federal Laws, School Law, State Laws

Arguing violation of the equal protection clause of Federal and State constitutions, court actions in several States have challenged the method of financing public education. The issues raised concern interdistrict differentials in assessed valuation of properties. These differentials result in lower per-pupil funds for urban and rural districts even though these districts are taxing to the maximum allowable. Defendants admit inequalities, but assert that courts have neither the powers nor the skills needed to equalize education. To date, no court has found these financing inequalities to be unconstitutional. (JF)

ED 042 244

EA 002 997

Thomson, Procter

The Dilemmas of State-Local Tax Reform.

Pub Date 7 Apr 70

Note—10p.; Paper presented at National Education Association Annual Conference on School Finance (13th, San Francisco, California, April 6, 1970)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Educational Finance, Financial Policy, Tax Allocation, *Taxes, *Tax Rates, Tax Support

The primary problem for American educational finance is not how to tax but how much to tax. In modern fiscal arrangements, States and localities extract resources from their citizens in some combination of sales, income, or wealth taxes. Any tax reform juggles the relative contribution of each source, but the total amount extracted is still the same. For those who wish tax reform, the issue is not the system of taxation, but the system of tax allocation. For example, this society must decide how much education is desirable relative to needs for roads or armies. Education should provide a foundation for political literacy. Because education invests in human capital, it

should be pushed to the point at which investment in people yields the same return as investment in things. (RA)

ED 042 245

EA 002 998

Ocasak, Oliver

The Rationale for General Federal Aid to Education.

Pub Date 5 Apr 70

Note—10p.; Paper presented at National Education Association Annual Conference on School Finance (13th, San Francisco, California, April 6, 1970)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Educational Finance, Equal Education, Expenditure Per Student, *Federal Aid, *Federal Legislation, School District Autonomy, *Taxes, Tax Rates, *Teacher Salaries

Citizens at the local and State levels can no longer meet the budgetary needs of schools. The most powerful alternative resource is the Federal Government. However, Federal funds are encumbered by a plethora of restrictions, riders, rebates, and redundancies, and as it now exists, Federal aid bypasses what is perhaps the most important element in education — the classroom teacher. The NEA supports Federal legislation, such as the General Federal Assistance Act, that would provide general aid to States. This bill distributes to the States \$100 per school child, half of which sum must be allocated to increasing teacher salaries. Such a plan preserves local control in education and puts Federal aid where it is needed most — in the general operating budget. (RA)

ED 042 246

EA 002 999

Shannon, Thomas A.

The Impact of Legal Aid Programs for the Poor on the Operation of Public School Districts in the United States.

Pub Date Nov 69

Note—25p.; Speech given at National Organization on Legal Problems of Education Annual Convention (15th, Cleveland, Ohio, November 18-20, 1969)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Action Programs (Community), Court Cases, *Court Litigation, *Economically Disadvantaged, Federal Aid, *Legal Aid, Legal Aid Projects, Public Education, *School Law, State Aid

The Economic Opportunity Act of 1964 established a community action program — an all-out community attack against poverty. One goal of this program — law reform — has since been implemented by both traditional legal aid societies and newly-created agencies that select unusual cases for special treatment. Responses to inquiries made of over 80 legal aid society directors reflected interchanges with local public schools in nine areas: student discipline, Federal fund use by local public schools, school bus transportation, integration of pupils, district organization and management, tuition, application of the "one man, one vote" principle in school bond elections, State aid to local public schools, and educational activities concerning the law. (JF)

ED 042 247

EA 003 000

Berke, Joel S.

The Impact of Present Patterns of Funding Education for Urban Schools.

Pub Date 6 Apr 70

Note—32p.; Paper presented at National Education Association Annual Conference on School Finance (13th, San Francisco, California, April 6, 1970)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Educational Finance, *Expenditure Per Student, Real Estate, *Rural Urban Differences, Socioeconomic Status, State Aid, *Suburbs, *Urban Education

Raising adequate revenues for educational support has become a problem in many of the nation's school systems, but hardest hit are big-city and urban systems. This crisis exists because cities cannot support educational services with available tax resources, because urban educational costs are higher than those in the suburbs, and because cities function in more restrictive and less rewarding legal frameworks than do suburban and rural areas. In addition, cities provide other services — sanitation, welfare, and public housing — and have greater and more diverse financial commitments than do suburban commu-

nities. Early in this century, education-aid formulas were designed to compensate for existing disparities between wealthy cities and poorer outlying areas. Now, however, the relative fiscal positions are reversed, although the same formulas apply. Tables present comparative data on 37 metropolitan areas and their suburbs. (RA)

ED 042 248 EA 003 001

Lavisky, Saul
Faculty In-Service Training Programs and the Educational Change Process.
Human Resources Research Organization, Alexandria, Va.

Report No.—Professional Paper-38-69

Pub Date Dec 69

Note—18p.; Paper presented at American Association of Junior Colleges In-Service Training Personnel Workshop (Warrenton, Virginia, July, 1969)

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Change Agents, *Educational Change, Educational Needs, *Educational Objectives, *Innovation, Inservice Education, Methods, *Models, Research

In this paper the importance of improving the understanding of the change process is stressed, and some of the relevant literature on the innovation process in education is summarized. The change agent role and innovative techniques in education and training are described. (Author/RA)

ED 042 249 EA 003 002

Maguire, Louis M.
Change Literature and the Practicing School Administrator.

Pub Date Mar 70

Note—12p.; Paper presented at American Educational Research Association Annual Meeting, (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Administrative Personnel, *Behavior Change, Concept Formation, Conflict Resolution, Decision Making, *Educational Change, *Educational Innovation, Educational Needs, Educational Objectives, Educational Resources, Environmental Influences, Literature Reviews, Models, Problem Solving, *School Administration, School Districts

Based on a review of 500 sources dealing with change, this presentation sets forth the practical applications of change literature for school administrators. The report concludes that change is a term neither commonly used nor commonly understood, and that there exist few scientifically developed (i.e., theoretically based and empirically tested and revised) tools to operationalize change. The presentation provides a realistic focus on various suggestions, prescriptions, and models for bringing about change in local school districts. (Related documents are EA 002 947 and EA 002 949). (Author)

ED 042 250 EA 003 004

Pajford, William N.
Relationships Between Innovation and Selected School Factors.

Kentucky Univ., Lexington.

Report No.—Occasional Paper-3

Pub Date [69]

Note—15p.

Available from—Program on Educational Change, University of Kentucky, Lexington, Kentucky 40506 (free)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Educational Innovation, *School Funds, *Statistical Analysis

This paper presents the results of a study to determine the relationships between educational innovation and certain school factors -- quality ranking, mean age of principals, length of superintendent tenure, amount of local revenue devoted to education, and district enrichment expenditure. Regression equations and explanations of report study findings were utilized in arriving at the conclusion that the best predictor of innovation -- among the variables tested in the study -- is the amount of local revenue the school district allocates to education. (Related documents are EA 002 282 and EA 002 246). (LLR)

ED 042 251 EA 003 006

Heller, George N.
Ensemble Music for Wind and Percussion Instruments: A Catalog.

Music Educators National Conference, Washington, D.C.

Pub Date 70

Note—148p.

Available from—National Education Association, Publications-Sales Section, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Order Number 321-10390, \$3.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Music, Music Activities, *Musical Instruments

This catalog provides over 5,000 titles of music currently in print, together with indications of the composers, publishers, and degrees of difficulty. Sections include listings of ensembles for like woodwinds, mixed woodwinds, like brass, mixed brass, percussion, and miscellaneous instrumentation. (RA)

ED 042 252 EA 003 007

Walker, Decker F.

An Empirical Model of the Process of Curriculum Development.

Pub Date 17 Feb 70

Note—20p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Decision Making, Educational Objectives, Educational Policy, Educational Technology, Instructional Materials, Learning Experience, *Models

This paper presents a model of the curriculum development process that reflects curriculum project practices. Regularities found in the data from one case study were checked against reports of other project practices, and those regularities common to all the projects studied served as the model foundation. The model asserts that a curriculum project functions mainly to transform an initially vague, unsystematic, but strongly held vision of the educationally desirable into a concrete educational program. This transformation is accomplished first by attaining agreement on a platform -- a body of shared beliefs about curriculum. Then, using this platform, the project staff develops a plan of work, the completion of which requires discussion, debate, argument, or deliberation on crucial issues, and finally, the production of curriculum materials. (Author)

ED 042 253 EA 003 008

Watson, D. Gene

Superintendents' Mobility Constructs and Succession Patterns.

Pub Date Feb 70

Note—17p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Content Analysis, Motivation, *Occupational Mobility, Organization, *Public Schools, *Role Perception, *School Superintendents, Social Change, *Success Factors, Technological Advancement

The way superintendents perceive their mobility and the succession of routes they use in attaining their positions were compared. A stratified random sample was drawn from the total population of public school superintendents in Illinois based on an extension of the insider-outsider dichotomy. It was found that outsiders tended to use more general constructs of mobility, while insiders were more particularistic in construct formation. Likewise, while outsiders were less specific than insiders in discriminating among categories of intrinsic motivations toward mobility -- personal, family, or value-oriented -- outsiders were less specific in discriminating between two kinds of extrinsic mobility inducements -- materialistic and prestigious. (Author)

ED 042 254 EA 003 009

Vickery, Tom Rusk Hudspeth, DeLayne R.

Towards an Empirically Based Curriculum Theory: A Guide for Research.

Pub Date Mar 70

Note—9p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Curriculum, *Curriculum Research, Decision Making, Educational Objectives, Educational Researchers, *Educational Theories, Information Processing, *Models, Organization, Social Influences, Social Systems

Theories are useful in predicting events and exploring alternatives on' to the extent they accurately describe existing states of affairs. The

development of a curriculum theory with predictive and exploratory power depends on accurately describing decision-making systems that result in curriculum -- however curriculum is defined. Three approaches to establishing this empirical base for curriculum theory are discussed: (1) "policy-capturing," a simulation of decision-making processes by means of a regression model; (2) studying decision making as a social influence system; and (3) exploring decision making in terms of information processing or communications systems. The discussion specifies objectives behaviorally, quantifies variables in the decision-making process, and determines the appropriate units of measure for certain qualitative variables. (Page three may reproduce poorly because of marginal legibility). (Author)

ED 042 255 EA 003 010

Suggestions for Defense Against Extremist Attack: Sex Education in the Public Schools.

National Education Association, Washington, D.C. Commission on Professional Rights and Responsibilities.

Pub Date Mar 70

Note—31p.

Available from—Commission on Professional Rights and Responsibilities, National Education Association, 1201 16th St. N.W., Washington, D.C. 20036. (Stock No. 161-05028 free)

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Boards of Education, Communism, Community Responsibility, Community Support, Educational Legislation, *Guidelines, Parent Associations, Parent Attitudes, Political Power, *Public Schools, *Resource Materials, *Sex Education, Values

The results of a June 1969 Gallup Poll indicated that 71 percent of the adults questioned favored sex education in the schools. However, public schools now are faced with intensive efforts by extremist groups to discredit family life and sex education programs. Charges aimed at eliminating these programs are seriously affecting many localities. This pamphlet cites extremist strategies in suppressing sex education programs, and contains counterstrategies and guidelines for education associations and school systems that desire to establish or continue such programs. (Author)

ED 042 256 EA 003 011

Barr, W. Monfort

Trends in State Support of Public School Capital Outlay.

Pub Date 70

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Capital Outlay (for Fixed Assets), Educational Finance, Federal Aid, *School Funds, *School Support, *School Taxes, *State Aid

After noting that only 43.6 percent of the dollar value of school bond issues submitted to U.S. voters was approved during 1968-69, the author discusses various State grant and loan school construction programs. Alternatives to, and suggestions for, financing public school construction, as well as guidelines for developing State capital outlay support programs are provided. (LLR)

ED 042 257 EA 003 013

Guthrie, James W. And Others

Educational Inequality, School Finance, and a Plan for the 70's.

Pub Date 6 Apr 70

Note—50p.; Paper presented at National Education Association Annual Conference on School Finance (13th, San Francisco, California, April 6, 1970)

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Academic Achievement, Assessed Valuation, Bibliographies, *Educational Finance, Educational Planning, *Equal Education, Equalization Aid, Federal Aid, *School Funds, School Services, School Taxes, *Socioeconomic Status, State Aid, Statistical Data, Tables (Data), Tax Rates, Tax Support

This paper reports on a recent study in Michigan to assess the part played by State school finance arrangements relative to social class structure. Study results supported the premise that present systems for financing public schools tend to reinforce social class distinctions. An alternative financial plan that would help equalize educational opportunity is presented. Supportive tables and statistics, as well as a 55-item bibliography, are provided. (LLR)

ED 042 258 EA 003 014

Bushnell, David S.
ES '70: A Systems Approach to Educational Reform.

Pub Date 3 Mar 70

Note—11p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Consortia, Coordination, Curriculum, Demonstration Centers, Educational Change, *Educational Improvement, Educational Innovation, Educational Policy, Educational Technology, *High Schools, Individualized Programs, Information Sources, *State Federal Support, Systems Approach
 Identifiers—ES '70

Nineteen geographically distributed secondary schools were linked with research and development resource groups for the purpose of implementing a 5-year learner-centered curriculum. The ultimate goal was to have each of the schools serve as a demonstration center for regionally contiguous school districts. The changes attempted were the products of a carefully planned, systematic timetable with redesigned subsystems (instructional, administrative, and budgeting) developed by outside resource groups but necessitating full involvement of practitioners. Progress over the first three years and implications for facilitating future effective linkage between researchers and practitioners and resources at State and national levels are discussed. (Author)

ED 042 259 EA 003 015

Chung, Ki-Suck
Teacher-Centered Management Style of Public School Principals and Job Satisfaction of Teachers.

Pub Date 6 Mar 70

Note—24p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Job Satisfaction, *Leadership Styles, *Management, Organization, Participant Involvement, *Principals, Professional Recognition, Public Schools, Social Systems, *Teacher Administrator Relationship, Teacher Supervision

A concept of teacher-centered management was proposed as a style of leadership behavior for school administrators to reduce the incompatibility between social/psychological needs of teachers and monocratic/bureaucratic management patterns in educational organizations. Data obtained from self-report questionnaires distributed to teachers in 21 public schools in southeastern Michigan demonstrated that a high teacher-centered management style of leadership behavior by public school principals—as perceived by teachers—and high job satisfaction of teachers are significantly related. Teacher-centered administrative management style is characterized by teachers as (1) much sharing in decision making, (2) less close teacher supervision, (3) high administrative support of teachers' professional growth, (4) strong personal relationships, and (5) accessible relationships. The concept is supported as a useful approach to improving interpersonal relationships in educational organizations. (Author)

ED 042 260 EA 003 016

Brumbaugh, Robert B.
Territoriality: Necessary Concept in Conflict Theories of Organization?

Pub Date 5 Mar 70

Note—10p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Beliefs, Boards of Education, *Conflict Resolution, *Models, *Organization, Power Structure, *Role Conflict, School Superintendents, Teacher Administrator Relationship, Teacher Militancy

This paper examines the Ardrey Concept of territoriality -- that in his dealing with others, man is driven by a "territorial imperative" -- for its possible relevance to the design of more powerful conflict theories of organization. The importance of territoriality is explored as a conceivable precondition necessary to eventual understanding. An effort is made to affect a logical rapprochement of Ardrey's territorial thesis with specific organizational conflict theories such as

those of Argyris, Corwin, and Gross, suggesting possible linkage between territoriality and some established organizational concepts including authority, power, role conflict, zone of acceptance, span of control, hierarchy, chain of command, and boundary maintenance. Territoriality is used in the generation of several hypotheses, and implications are drawn for theory and research. (Author)*

ED 042 261 EA 003 017

Fullan, Michael
Education and Adaptive Capacity.

Pub Date Mar 70

Note—30p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Abstraction Levels, *Academic Achievement, *Adaptation Level Theory, Authoritarianism, Change Agents, *Concept Formation, Conformity, Empathy, Information Retrieval, Job Satisfaction, Logical Thinking, Occupational Mobility, *Psychological Patterns, *Social Change, Technological Advancement

The role of education in social change increases as more emphasis is put on planned change. One major aspect of this emphasis is the role of education as a change agent. Using a sample of 2,500 Canadian industrial workers, this presentation examines the relationship between amount and type of education, and types of general or work-related orientations to change. The influence of education was sorted out from other social class components by focusing on a population relatively homogeneous in social characteristics -- manual workers from only six different industries. The propositions tested are that education is positively related to social change orientation and that education is negatively related to the acceptance of social change costs. (Author)

ED 042 262 EA 003 018

Broudy, H. S.
Components and Constraints of Curriculum Research.

Pub Date 3 Mar 70

Note—18p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Curriculum Development, *Curriculum Research, *Educational Theories, *Instruction, *Learning

This paper lists the components of a curriculum theory, examines the constraints on theory building, and suggests several points at which the domain of curriculum research might be distinguished from learning and instruction. (Author/LLR)

ED 042 263 EA 003 019

Woodbury, Charles A., Jr. And Others.
Research Model for State Educational Needs Assessment.

Pub Date 3 Mar 70

Note—15p.; Paper presented at American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Affective Objectives, Cognitive Processes, Educational Innovation, *Educational Needs, *Educational Objectives, Educational Policy, Educational Programs, *Models, Public Education, Standardized Tests, State Departments of Education, *Systems Approach
 Identifiers—ESEA Title III, *Virginia

Assignment of ESEA Title III monies to State agencies mandates a research model for needs assessment to facilitate interstate comparisons and generalizations. Theoretical postulates for and empirical evidence from the Virginia Needs Assessment Project suggest a prototype design, moving in three phases from ideas into program outcomes. Phase I identifies documentary policy guidelines from authoritative and nonauthoritative sources internal and external to the State, identifies documentary program recommendations from internal authoritative sources, and secures perceptions of educational objectives from internal nonauthoritative sources. Phase II involves comparative analysis of documentation and perceptions with actual attainments in learner-oriented and learner-facilitative domains to identify gaps as operationally defined needs,

and involves determination of need characteristics -- incidence, criticality, dispersion, and consoication. Phase III involves a planning design for periodic reassessment. (Author)

ED 042 264 EA 003 027

Shannon, Thomas A.
Negotiations and Strikes.

Pub Date 9 Dec 68

Note—24p.; Paper presented at California School Boards Association and California Association of School Administrators Annual Joint Conference (December 9, 1968)

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Collective Negotiation, Court Litigation, Educational Legislation, *Employer Employee Relationship, Grievance Procedures, Labor Legislation, Negotiation Agreements, Negotiation Impasses, *School Law, Teacher Associations, *Teacher Strikes

After noting the NEA's adoption of a resolution establishing guidelines for the settlement of impasses during school board/teacher negotiations, the paper discusses five ways California public school boards can regard employee strikes. They may view strikes as (1) illegal; (2) illegal, but necessitating procedures to deal with situations that normally lead to strikes; (3) illegal in part -- depending on the situation; (4) legal, but necessitating procedures to control the impact of strikes on education of youth; and (5) outside the issue of legality, but necessitating efforts to improve negotiations procedures and to eliminate strike threats. (LLR)

ED 042 265 EA 003 028

Shannon, Thomas A.
Legal Position of School Personnel -- Drugs and Narcotics.

Pub Date 13 Aug 68

Note—13p.; Paper presented at San Diego State College Drug Abuse Workshop (San Diego, California, August 12-23, 1968)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Discipline, *Drug Abuse, *Drug Legislation, Expulsion, *Health Education, *School Law, *School Policy, State Laws, Suspension

California educators have been given broad discretionary powers to control students who misuse drugs or narcotics, and to develop drug education programs. This paper outlines and discusses legislation dealing with disciplinary actions against drug offenders, and delineates school responsibilities for developing and implementing effective drug education programs. (LLR)

ED 042 266 24 EA 003 045

Lake, Dale G.
Cooperative Project for Educational Development. Appendix.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-8-0069

Pub Date [70]

Grant—OEG-3-090069-43(010)

Note—183p.

EDRS Price MF-\$0.75 HC-\$9.25

Descriptors—*Change Agents, Computer Programs, *Consortia, *Educational Development, Evaluation Techniques, Indexes (Locators), *Intervention, Measurement Instruments, *School Systems

This appendix contains copies of the instruments described in volumes I and II of the COPED project, as well as a coding manual. (Related volumes are EA 003 046 and EA 003047). (MLF)

ED 042 267 24 EA 003 046

Lake, Dale G.
Cooperative Project for Educational Development. Volume II, Case Studies.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-8-0069

Pub Date [70]

Grant—OEG-3-080069-43(010)

Note—170p.

EDRS Price MF-\$0.75 HC-\$8.60

Descriptors—Case Studies (Education), *Change Agents, *Consortia, Decision Making Skills, *Educational Development, Interpersonal Competence, *Intervention, Learning Processes, Organizational Climate, Problem Solving, Projects, *School Systems, Sensitivity Training, Teachers

Essentially, the COPEd project attempted to apply to the public school system knowledge of, and experience with, planned change to create an internal change process that would increase problem-solving skills and improve interpersonal competencies of staffs. Operationally, this meant that each school system would develop its own capabilities to conduct a continual problem census that would expose organizational difficulties and to design training programs to meet the needs identified by the problem census. These studies compile the project findings of what factors did and did not facilitate change. (Related volumes are EA 003 045 and EA 033 047). (Author)

ED 042 268 24 EA 003 047
Lake, Dale G.

Cooperative Project for Educational Development. Volume I, Research Outcomes.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-8-0069

Pub Date [70]

Grant—OEG-3-8-080069-43(010)

Note—235p.

EDRS Price MF-\$1.00 HC-\$11.85

Descriptors—Behavior Change, *Change Agents, Changing Attitudes, *Consortia, *Educational Development, Educational Improvement, Evaluation Techniques, *Intervention, Learning Processes, Organization, *School Systems, Sensitivity Training

The COPEd project linked behavioral scientists and educators in various geographical regions to school systems in the same regions for the purpose of planning and promoting change, understanding the processes by which change occurs, and evaluating types of change efforts. The enterprise evolved into four major strands: (1) the conceptual effort, (2) the development of variable change strategies or interventions, (3) the development of sensitive instruments to advance the understanding of school systems and to document change efforts, and (4) the development and maintenance of an interuniversity, interschool system consortium. Abstracts of some of the research are included in this volume. (Related volumes are EA 003 045 and EA 003 046). (Author)

ED 042 269 24 EA 003 054

Holmes, Brian

A Cross-National and Inter-Disciplinary Analysis of Secondary Educational Change in England, France and Sweden. Final Report.

Kent State Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1621

Pub Date 1 Jun 70

Grant—OEG-3-7-061621-0293

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—*Case Studies (Education), *Comparative Education, Curriculum Development, Economic Factors, *Educational Change, Educational Research, *European History, International Education, Philosophy, Political Influences, Social Class, Social Factors, Social Opportunities, Social Structure, World Affairs

Educational systems are changing rapidly all over the world. The practice of developed countries borrowing educational practices from other developed countries is as widespread as that of underdeveloped nations borrowing from developed countries in the creation of education systems. The primary trends of educational reform in post-World War II Europe are examined for their philosophical, political, sociological, and economic antecedents and ramifications. This structural analysis provides a model of functions and dysfunctions of certain educational features. Of special interest is the channeling of students, early in their careers, into academic, vocational, or technical paths, and the effect of this process on the preservation of a traditional class

structure. Appendixes present summaries of case studies from England, France, and Sweden on the topics of educational policy, structural reorganization in education, and curricular reform. (RA)

ED 042 270 24 EA 003 066

Lazerson, Marvin

The Burden of Urban Education: Public Schools in Massachusetts, 1870-1915.

Harvard Univ., Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development; Joint Center for Urban Studies, Cambridge, Mass.

Bureau No.—BR-8-A-001

Pub Date Jul 70

Grant—OEG-0-000001-0194-010

Note—366p.

EDRS Price MF-\$1.50 HC-\$18.40

Descriptors—*Educational Change, *Educational History, Ethical Instruction, Immigrants, *Industrialization, Industrial Training, Kindergarten, Parochial Schools, Public Education, Urban Education, *Urban Environment, *Urbanization, Vocational Education

Confronted by a rapidly changing urban-industrial society, Massachusetts educators undertook reforms between 1870 and 1915 to make the public school a more relevant institution. Kindergarten, manual training, vocational education, evening schools, and citizenship education represented answers to problems arising from industrialism and urbanism. Educators and social reformers looked to the schools for the preservation of established moral and social values, but the schools could not reshape the urban environment. As a result, the problems of city life remained. Massachusetts schools turned from effecting broad social reforms to preparing children to fulfill economic functions; vocational education replaced manual training as preparation for the real world. (Hard copy may be of poor quality because of marginal legibility). (RA)

EC

ED 042 271 EC 003 710

Robeck, Mildred C.

Special Class Programs for Intellectually Gifted Pupils.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 68

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—Ability Grouping, *Administration, Admission Criteria, Curriculum Development, Evaluation Methods, *Exceptional Child Education, *Gifted, *Grouping (Instructional Purposes), Inservice Teacher Education, Program Administration, *Program Evaluation, Program Guides, Screening Tests, Special Classes, Student Attitudes, Student Evaluation

A project to develop instructional and evaluative procedures for special classes of intellectually gifted students in grades four, five, and six was developed as part of California Project Talent. Two demonstration programs were observed over a 3-year period; the two classes were all-day, full-week programs for children with an IQ of 130 or over. The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. Recommendations are made for each of the areas discussed. A reference list cites 126 items. (SP)

ED 042 272 EC 004 283

Boder, Elena

Developmental Dyslexia: A Diagnostic Screening Procedure on Three Characteristic Patterns of Reading and Spelling. A Preliminary Report.

Claremont Graduate School and Univ. Center, Calif.

Pub Date 68

Note—16p.; Reprinted from Claremont Reading Conference, 32nd Yearbook, 1968

Available from—C.A.N.H.C., Literature Distribution Center, P.O. Box 790, Lomita, California 90717

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Diagnostic Tests, *Dyslexia, *Exceptional Child Education, Identification Tests, Learning Difficulties, Learning Disabilities, Reading Difficulty, Reading Skills, Remedial Reading, Screening Tests, Spelling, Visual Perception, Word Recognition

A diagnostic screening procedure for developmental dyslexia which analyzes how a child reads and writes rather than at what level, is outlined. Briefly, the test entails a presentation of a word list at each reading level to determine the child's sight vocabulary and his ability to employ word-attack skills. Following the administration of the word recognition test, the child is screened for atypical spelling patterns and given a paragraph to read from a textbook to ascertain his ability to read in context and his reading comprehension. On the basis of the distinctive reading-spelling patterns the test reveals, three correlated groups of dyslexic children have been delineated. Children in each group typically have a deficit in the ability to auditorize, a deficit in the ability to visualize or a deficit in both ability to auditorize and ability to visualize. Implications for remediation for each group are provided and diagnostic criteria are reviewed. (WW)

ED 042 273 EC 005 000

Programs for the Handicapped. Mental Retardation Hospital Improvement Program, 1969.

Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.

Pub Date Dec 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Custodial Mentally Handicapped, *Exceptional Child Research, Federal Aid, Grants, Hospitals, *Institutionalized (Persons), Institutional Research, *Mentally Handicapped, Program Improvement, *Research Projects, *Residential Care, Residential Programs, Trainable Mentally Handicapped

Identifiers—HIP, Hospital Improvement Program

A list is given of the 99 projects funded for fiscal year 1969 by the Mental Retardation Hospital Improvement Program (HIP), a direct grant program designed to stimulate improved services to the mentally handicapped in state institutions by demonstrating innovative techniques. Information provided specifies grantee institution and address (by state), project period, title and purpose, and 1969 project budget. Application requirements, project activities, and total HIP funds for the past 5 years are also discussed. (JD)

ED 042 274 EC 005 184

A Need for the State of Michigan to Establish a Position in the Educational Preparation of Talented Tots. A Report to the Michigan Legislature.

Michigan Association for the Academically Talented, Inc., Lansing.

Pub Date Sep 69

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Educational Diagnosis, *Educational Needs, *Exceptional Child Education, Federal Legislation, Financial Support, *Gifted, Program Descriptions, Research Reviews (Publications), State Legislation, State Programs

Identifiers—Michigan

A report on the need for gifted education was prepared by the Michigan Association for the Academically Talented for the Michigan State Legislature. Included are a brief description of relevant research on the gifted, an analysis of federal legislation for the gifted, an analysis of state legislation in fifteen states that includes definitions of giftedness, program descriptions, advisory groups and study groups, diagnostic procedures and financial support. The report is concluded with a list of general recommendations for meeting the needs of the gifted in the state of Michigan. (SP)

ED 042 275 EC 005 207

Idaho Educational Development Centers and Services for Exceptional Children.

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [68]
Note—188p.

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—*Developmental Programs, *Exceptional Child Services, *Federal Aid, Federal Programs, *Program Descriptions, Program Evaluation, Project Applications, State Programs, *Supplementary Educational Centers
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Idaho

Educational development centers were established to identify needs and behavior patterns of exceptional and migrant children and to initiate procedures which would reduce educational and cultural deprivation. Activities included seven special instructional, vocational, leisure time, and media programs. Also provided were four pupil personnel services, six professional and paraprofessional preservice and inservice training programs, three parent education programs, and consultant services. Independent on-site evaluation of the centers was generally favorable. The Title III data forms is included along with a narrative continuation application outlining projected activities; specific action procedures are described and evaluated. The budget, evaluation report, and list of cooperating agencies are also provided. (JD)

ED 042 276 EC 005 695

Training Institute in Administration of Special Education Classes (Honolulu, Hawaii, November 6-8, 1968).

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Feb 70

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—Conference Reports, *Educational Administration, Educational Planning, *Exceptional Child Education, *Gifted, *Handicapped Children, Identification, *Institutes (Training Programs), Instructional Materials, Professional Training

The proceedings of the training institute include papers by Hans Myer on the nature of special education, goals for the handicapped by Marvin Beekman, identification of handicapped students by Ernest Willenberg, instructional materials by Wayne Lance, and the role of the Council for Exceptional Children by John Kidd. Transcriptions are provided of panel discussions on the learning process and educational planning and on trends and issues in administration and supervision. Also presented are the evaluation of the Institute and group discussions. (JD)

ED 042 277 EC 005 705

Porter-Foster, C. W. And Others

Mental Retardation in a Canadian Province: Pilot Study and Design Development, to September, 1968. Report No. 2.

Canadian Welfare Council, Ottawa (Ontario).

Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).

Pub Date Sep 68

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Exceptional Child Research, Field Interviews, *Field Studies, Foreign Countries, *Incidence, *Mentally Handicapped, Personal Adjustment, Social Adjustment, *Social Factors, Socialization
Identifiers—Canada

The second report on the Canadian Welfare Council's study of the social and psychological aspects of mental handicaps in the population of Prince Edward Island reviews the development of the project, describes its current status, and outlines plans for continuation. The purpose of the study is to define the nature and prevalence of mental handicaps and thereby obtain valuable data for more adequate social planning and treatment for the mentally handicapped. Discussed are the development of the project to May 1968, details of the May to August operations (development of methodology, pilot study, construction of interview schedule, hiring and training the interview team, field work, data analysis), the present status as of September 1, 1968, and future plans. (KW)

ED 042 278 EC 005 706

Orzack, Louis H. And Others

The Pursuit of Change. Kennedy Center - Monograph No. 7.

Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., Conn.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date Dec 69

Note—179p.

EDRS Price MF-\$0.75 HC-\$9.05

Descriptors—*Change Agents, Changing Attitudes, *Community Programs, *Exceptional Child Services, *Mentally Handicapped, Parent Associations, Social Change, Voluntary Agencies

Identifiers—Bridgeport (Connecticut), Kennedy Center

The monograph describes the pursuit of change undertaken by a voluntary parent and community association for the purpose of modifying attitudes and services which were felt to be critical, lacking, and necessary to the benefit of mentally retarded individuals and their families. A discussion of the 5-year program includes theories of change, the community setting, the methodology of the project writing staff, a descriptive analysis of selected sub-projects, and analyses of the process and pursuit of change. Appendixes provide additional data concerning the project and the Kennedy Center in Bridgeport, Connecticut. (RD)

ED 042 279 EC 005 767

Duncan, Ann Dell

Behavior Rates of Exceptional Children.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Pub Date Mar 70

Note—25p.; Paper presented at the American Educational Research Association (Minneapolis, Minnesota, March, 1970)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Behavior Rating Scales, *Classification, *Educational Diagnosis, Emotionally Disturbed, *Exceptional Child Research, *Handicapped Children, Identification, Learning Disabilities, Measurement Techniques, Mentally Handicapped, Minimally Brain Injured

The paper discusses the effects of labels on exceptional children and the benefits of tracking individual or class behaviors instead of mere labels. To determine the sensitivity of behavior rate of planning remedial action, 97 children (mentally retarded, emotionally disturbed, regular, learning disabled, and brain damaged) were rated on five behaviors (tapping, walking, reading, answering, and counting). The results indicate that behavior rates from all categories overlapped, rates of regular children were significantly faster than the retarded but no different from the other categories, and there were no significant differences between the four exceptionalities. Conclusions are that there may have been too varied collection procedures, the behaviors rated were not sensitive to the differences in the children, or the children may have been mislabeled. In the future labels must become much more individualized. (JM)

ED 042 280 EC 005 769

Mental Health and Mental Illness in Maryland.

Maryland State Dept. of Health and Mental Hygiene, Baltimore.

Pub Date 69

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Emotionally Disturbed, Institutionalized (Persons), Mental Health, *Mental Health Programs, *Mental Illness, Psychiatric Hospitals, *State Programs, State Surveys, *Statistical Data, *Statistical Surveys
Identifiers—Maryland

Statistics of mental illness in Maryland are provided in the areas of diagnostic distribution of admissions and resident patients, size and nature of patient population, percentage change in daily cost per patient, employee-patient ratios, length of hospitalization, diagnostic treatment trends, patient mortality, and Baltimore's specific problems and needs. Data is also presented concerning classifications of patients such as geriatric, adolescent, schizophrenic, drug addict, mentally retarded, suicidal, and alcoholic. Graphic illustrations and narratives accompany the statistical data. (RD)

ED 042 281 EC 005 811

Straughan, James H. And Others

Steps in Behavior Modification.

Washington Univ., Seattle, Child Development and Health Retardation Center.

Pub Date 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Behavior Change, Child Development Specialists, Consultation Programs, *Evaluation Methods, *Exceptional Child Education, Inservice Teacher Education, Student Behavior

James H. Straughan lists five steps for modifying target behavior and four steps for working with teachers using behavior modification. Grant Martin and Harold Kunzelmann then outline an instructional program for pinpointing and recording classroom behaviors. (JD)

ED 042 282 EC 005 822

Haring, Norris G.

New Curriculum Design in Special Education.

Washington Univ., Seattle, Child Development and Health Retardation Center.

Pub Date [68]

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Audiovisual Instruction, Behavior Change, *Curriculum Design, *Educational Technology, *Exceptional Child Education, Programmed Instruction, Teaching Machines

Behavioral research and educational technology are discussed as influences on curriculum design. Developments in the technology of special education are described, with attention to both systematic instruction and to automated and nonautomated media for display and measurement. New factors of curriculum design are reviewed, including the role of design as total programming and examples of the application of new design. A summary and 89-item bibliography are also provided. (JD)

ED 042 283 EC 005 825

Haring, Norris G. And Others

University of Washington Child Development and Mental Retardation Center Experimental Education Unit.

Washington Univ., Seattle, Child Development and Health Retardation Center.

Pub Date [68]

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Architectural Programing, Building Plans, Design Needs, *Educational Facilities, *Exceptional Child Education, *Mentally Handicapped

The physical facilities of the education unit of the child development and mental retardation center at the University of Washington are described. A floor plan is appended. (JD)

ED 042 284 EC 005 936

Bank-Mikkelsen, N. E.

Programs for the Mentally Retarded of Denmark.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 69

Note—16p.; Keynote speech presented at a meeting sponsored by the Southern Regional Education Board (Atlanta, Georgia, October 7, 1969)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Exceptional Child Services, Foreign Countries, *Mentally Handicapped, Program Administration, *Residential Care, State Programs

Identifiers—Denmark

The past segregation approach to the care of the mentally handicapped in Denmark is reviewed; the present normalization-integration approach, resulting in part from parents' associations and recognizing the basic rights of the retarded, is explained. A survey is then given of the Danish system, including services, facilities, budget, and regional organization. (JD)

ED 042 285 EC 005 968

Greene, Frederick L. And Others

Resources for Professionals Involved with the Education or Treatment of Multi-Impaired, Visually Handicapped Children. RMSEIMC Bibliographic Series, Volume II.

Rocky Mountain Special Education Instructional Materials Center, Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date [69]

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Aurally Handicapped, *Bibliographies, Emotionally Disturbed, Etiology, *Exceptional Child Education, Intervention, Learning Disabilities, Mentally Handicapped, *Mul-

tiply Handicapped, Physically Handicapped, Speech Handicapped, *Visually Handicapped, Vocational Rehabilitation

Sources are cited dealing with the following handicaps concomitant with visual impairment: hearing impairment, physical handicaps, mental retardation, speech impairment, educational handicaps, and emotional disturbance. Additional items on the multiply handicapped visually impaired cover vocational rehabilitation. Teacher resources in both medical and educational areas are also listed. (JD)

ED 042 286

EC 005 994

Language Intervention: Two Questions and Ten Techniques.

Alabama Univ., University.

Pub Date [69]

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Behavior Change, Educational Methods, *Exceptional Child Education, Language Development, *Language Enrichment, *Language Handicapped, Language Instruction, Transformation Generative Grammar

A rationale for language intervention is outlined according to two basic dimensions (increased output and knowledge of language) and their respective strategies (operant procedures and a psycholinguistic model). Thus, behavior modification and transformational grammar are viewed as complementary for an efficient language intervention program. The following basic language intervention needs are delineated: first language learning, second language learning, intermodality transfer, and language rehabilitation. Also, the following ten intervention techniques are presented: correction, expansion, expatiation (simple), expatiation (complex), alternative, completion, replacement, alternative-replacement, combination, and revision. Moreover, the rationale calls for the incorporation of the following principles: informality, active participation, no premium for correctness, variety of stimulation and responses, and peer competition in appreciating intuitive knowledge of language. (Author)

ED 042 287

EC 006 001

Torrance, E. Paul Phillips, Victor K.

A Three-Year Study of Continuity of Creative Growth under a Cognitive-Structured Approach to Educational Stimulation.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Sep 69

Contract—OEC-6-10-061

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Creative Development, Creativity, *Creativity Research, Experimental Programs, *Preschool Programs

Tasks from the Torrance Tests of Creative Thinking were administered to children in a cognitive-structured preprimary program. Results indicated that children entering as 5-year-olds showed a continuity of creative growth and excelled their controls on elaboration at the beginning of grade 1 and end of grade 2. Also, at the end of grade 2, they excelled their controls on verbal originality. Children entering as 4-year-olds also showed continuity of creative growth while in the preprimary program but tended to slump in figural originality and elaboration while in grade 1. (Author/JD)

ED 042 288

EC 006 034

Saylor, Louis F.

Residential Care Needs: A Report to the California State Legislature.

California State Dept. of Public Health, Berkeley.

Pub Date Jan 69

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—*Exceptional Child Services, Health Services, *Physically Handicapped, Program Proposals, *Residential Care, *State Programs Identifiers—California

A study of 115 mentally normal persons with severe physical handicaps indicated that existing service and living arrangement programs were inadequate. Results suggested the following: establishment of a coordinating state agency and local supervisory teams of nurses and social workers;

arrangement of a variety of living accommodations, including temporary care for persons ordinarily living at home; and provision of funds for equipment and home modification. Further recommendations called for a health oriented community agency stressing preventive care, attendant care programs, and protectorship services. Also needed were flexible interpretation of regulations governing existing programs and case management developing and utilizing the abilities and talents of the handicapped. (JD)

ED 042 289

EC 006 083

Williams, Russell A.

Identification, Referral and Treatment of the Exceptional Child in a Rural Area.

Regional Child Services, Price, Utah.

Spons Agency—Carbon County School District, Price, Utah.

Pub Date 70

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Exceptional Child Services, *Handicapped Children, *Identification, Intervention, *Psychological Evaluation, Psychologists, *Referral, Regional Programs, Rural Areas

A referral system was developed to facilitate the work of a psychologist from a regional center in a rural area. Training in identifying behavioral characteristics of exceptional children was given to professionals and to lay persons, including parents. As a result, referrals increased 8%, with student, parent, and teacher referrals increasing and principals and regional center staff referrals decreasing. Also, a standard referral form was developed. Treatment provided included behavior modification, group and individual therapy, and family counseling. (JD)

ED 042 290

EC 006 100

The Role of the Public School Administrator Related to Special Education Programs. Proceedings of the Special Study Institute (Westchester County, New York, November 13-15, 1969).

State Univ. of New York, Albany. State Educational Dept.

Pub Date Nov 69

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Administrative Personnel, Administrator Attitudes, *Educational Administration, *Exceptional Child Research, Inservice Education, Institutes (Training Programs), Regular Class Placement, Special Classes Identifiers—SEATS Game

Nineteen general education administrators with no special education training or experience, the majority of them building principals, attended a special study institute. There they participated in the SEATS (Special Education Administration Task Simulation) Game, developed by Daniel Sage for use in training special education administrators. A semantic differential test of 10 concepts depicting issues in special education (integration and coordination) was administered at the beginning and end of the institute: change in the desired direction resulted for nine of the concepts and statistically significant change for three of them. On an interview schedule given at the institute's close, a number of participants made verbal commitments to actual behavioral changes. (JD)

ED 042 291

EC 006 101

Annual Evaluation Report for Fiscal Year 1969.

Iowa State Dept. of Public Instruction, Des Moines.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Exceptional Child Education, *Handicapped Children, Program Administration, Program Coordination, Program Evaluation, *Special Schools, *State Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Programs, Iowa

Information is provided concerning Title I programs, Elementary and Secondary Education Act, for handicapped children in Iowa state-supported institutions. Aspects covered include operation and services, evaluation, dissemination, major problem areas, and interrelationships with other local, state, and federal programs for the handicapped. (JD)

ED 042 292

EC 006 109

Rosner, Jerome

Application of the IPI Model to a Perceptual Development Curriculum.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date [69]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Curriculum, *Exceptional Child Education, Individualized Instruction, *Learning Disabilities, Perceptual Development, *Perceptual Motor Coordination, Psychomotor Skills

The Individually Prescribed Instruction (IPI) Model developed by Bolvin and Glaser (1968) is applied to a perceptual development curriculum for children manifesting learning disabilities. The Model utilizes criterion referenced tests for behavioral objectives in four areas: general motor, visual motor, auditory motor, and integrative. Eight units for general motor skills are appended in chart form. (JD)

ED 042 293

EC 006 120

Bornstein, H. Kannapel, B. M.

New Signs for Instructional Purposes. Final Report.

Gallaudet Coll., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1924

Pub Date 69

Contract—OEC-2-6-061924-1890

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Aurally Handicapped, Cued Speech, Deaf, *Development, *Exceptional Child Research, Manual Communication, *Sign Language, Vocabulary

To expand sign language for simultaneous use along with fingerspelling and speech, signs were created for English terms frequently used in the classroom. Those signs judged very good or excellent in clarity and appearance were retained and selected ones taught by closed circuit television to Gallaudet students. Entering preparatory students recognized the English equivalent of about 66% of 92 new signs upon initial presentation. Seven months later they recognized about 75%. Upperclassmen were taught signs for specific subject matter in 12 areas and recognized about 80% initially. It was suggested that their higher rate of recognition resulted from increased familiarity with sign language and with the subject content. A listing is provided of the terms developed. (Author/JD)

ED 042 294

EC 006 121

Withrow, Frank B. Brown, Donald W.

An Experimental Program of Language Development Using a Systematic Application of Audio-Visual Aids to Reinforce the Classroom Teacher's Program for Children with Impaired Hearing. Final Report.

Illinois School for the Deaf, Jacksonville.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 68

Grant—OEG-6-19-074

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Audiovisual Instruction, *Aurally Handicapped, *Exceptional Child Research, Instructional Films, *Language Development, Lipreading, Program Descriptions, Teaching Methods

Identifiers—Illinois Communication Scale

Three hundred and six 8mm cartridge-type films were produced to provide deaf children instruction in and practice with noun vocabulary, question forms, prepositions, and speechreading. Films were placed in 12 classes. Method of presentation and time spent was determined by individual teachers, most of whom had attended a three-day orientation workshop. Group I, consisting of 38 children (median age 8.6) worked with the projectors and language films similar to but not a part of the experimental films for one year. Group II (43 children, median age 7.6) used the experimental films for one year. Group III (29 children, median age 6.6) used both groups of films during two years. To determine progress in speechreading ability, the Illinois Communication Scale (Form B) was administered to each class before and after each year. Group III showed a 50% improvement in speech reading ability over

the two years. Group I improved 21.74% while Group II showed 12.00% improvement. Reasons suggested for this are differences in intelligence, previous education, and age, and greater similarity than had been thought between the experimental and non-experimental films. The major criticism related to content (unrelated noun vocabulary). Appendixes include the Illinois Communication Scale and the Evaluation questionnaire. (KW)

ED 042 295 EC 006 133

Summary Report of a Study on the Problems of Rehabilitation for the Disabled.

Roper (Elmo) and Associates, New York, N.Y.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date [68]

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Attitudes, Class Attitudes, Economically Disadvantaged, *Exceptional Child Research, *Handicapped, *Information Dissemination, National Surveys, Rehabilitation, Statistical Studies, *Vocational Rehabilitation

Prior to an advertising campaign directed toward the handicapped and their families, interviews with 995 adults, 481 handicapped persons, and 100 physicians were conducted. It was found that the lower economic group, which has the highest incidence of disability (17% as compared to 5% in upper economic households), has the least knowledge of how and where to seek help, and has more negative attitudes toward caring for the disabled. Among the general public, a much larger percentage of those in the lower economic group than in the upper and middle groups favors institutionalization of the handicapped rather than at-home care, and a much lower percentage favors having the handicapped work side by side with the non-handicapped. More of the handicapped have received medical services than have received vocational training. Results also showed the need for providing doctors with more information on how to steer patients toward rehabilitation. Discussed are suggestions indicated by the study for an advertising campaign designed to inform the handicapped and motivate them to seek rehabilitation services. (KW)

ED 042 296 EC 006 136

End of Project Report. Volume IV, Center Instructional Material.

Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [68]

Note—143p.

EDRS Price MF-\$0.75 HC-\$7.25

Descriptors—Bibliographies, *Demonstration Centers, Diagnostic Tests, *Educational Diagnosis, Evaluation Techniques, *Exceptional Child Education, Instructional Materials, *Learning Difficulties, Remedial Instruction
Identifiers—Elementary Secondary Education Act Title III

Reported are the results of an inservice diagnostic demonstration center for children with learning problems. Information is provided on testing materials, referral interviews, a survey of reading disabilities, an instructional materials listing, a professional bibliography, descriptions of remediation material, and a parent survey. Also included are games, toys, and puzzles for children with learning difficulties, diagnostic evaluation forms, and various physiological, psychological, and educational diagnostic procedures. Volume III providing staff reports is available as EC 006 137. (JM)

ED 042 297 EC 006 137

End of Project Report. Volume III, Staff Reports.

Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [68]

Note—296p.

EDRS Price MF-\$1.25 HC-\$14.90

Descriptors—Curriculum Development, *Demonstration Centers, *Educational Diagnosis, Educational Methods, Elementary Grades, Evaluation Techniques, *Exceptional Child Educa-

tion, *Learning Disabilities, Program Descriptions, Remedial Programs, *Research Reviews (Publications), Secondary Grades

Identifiers—Elementary Secondary Education Act Title III, Illinois

A collection of monographs concerning learning disabilities is presented. Subjects include a high school learning disabilities program, English curriculum development, evaluation philosophy, a traditional program, teacher created learning exercises, reading disability, student discussion, and language development. Discussions also concern preschool screening, first grade developmental techniques, inservice activities, instructional materials, teaching machines, writing, reading problems, information transfer, listening skills, self concept, audiometry, and peer teaching. Information relative to learning disabilities is also provided for screening programs, supplementary reading instruction, visual motor training, the junior high student, phonics, the Language Master, vision screening, parent discussion groups, report, student discussion groups, auditory and visual approaches, informal assessment, and a spelling program. All papers were written by staff members of the inservice demonstration center. Volume IV relating to center instructional material is available as EC 006 136. (JM)

ED 042 298 EC 006 140

Scherer, Patricia A. Visual Learning Processes in Deaf Children. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-8664

Pub Date Dec 69

Grant—OEG-3-6-068664-1595

Note—174p.

EDRS Price MF-\$0.75 HC-\$8.80

Descriptors—*Aurally Handicapped, Deaf Education, *Exceptional Child Research, Language Development, Lipreading, *Reading, Reading Instruction, *Teaching Methods

To compare three processes for teaching deaf children to read, 54 deaf children (ages six, eight, and 10 years) were matched according to age, sex, hearing level, intelligence, socioeconomic level, and reading abilities, and were randomly assigned to one of three groups. Group A subjects were given a stimulus which consisted of the read form, the speechread form, and an illustrative picture. Group B presentation included only the read word and a picture. Group C subjects were given the read word and the speechread word. A filmed teaching machine procedure was used (10 presentations over two weeks). A battery of posttests measured changes in learning among 27 variables. Results showed Situation A superior to B on Sentence and Paragraph Comprehension in reading (no differences between B and C). Group A was superior to C in speechreading and error scores, indicating that all three cues (read form, speechread form, and picture) provided for most effective learning, and that speechreading is a noteworthy factor in learning to read. Appendixes include the film format, tests of word recognition, sentence comprehension, and paragraph comprehension, and a bibliography. (KW)

ED 042 299 EC 006 141

Jasper, Herbert H., Ed. And Others Basic Mechanisms of the Epilepsies.

Pub Date 69

Note—835p.

Available from—Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106

Document Not Available from EDRS.

Descriptors—Biochemistry, *Epilepsy, *Exceptional Child Research, *Neurology, *Physically Handicapped, Physiology, Seizures

A collection of highly technical scientific articles by international basic and clinical neuroscientists constitutes a review of their knowledge of the brain and nervous system, particularly the aspects related to loss of brain function control and its explosive discharges which cause epileptic seizures. Anatomy, biophysics, biochemistry, and physiology of brain and neuronal structures and mechanisms are discussed. Included are studies related to seizure mechanisms and therapeutic agents by neurochemists and neuropharmacologists, and information from physiologists on normal and seizure processes in cells and collections of neurons in

the brain. Also reviewed are the principles of genetic and other causative factors of seizures. The data and concepts relative to epilepsy presented in the monograph are designed to provide further understanding of the nervous system to basic scientists, and assistance in developing more effective therapy to clinicians. (KW)

ED 042 300 EC 006 150

Gaver, Kenneth D.

Mental Health Division Programs.

Oregon State Board of Control, Salem.

Pub Date Jan 69

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Budgeting, *Emotionally Disturbed, *Exceptional Child Services, Mental Health Programs, *Mentally Handicapped, Program Administration, Residential Programs, *State Programs
Identifiers—Oregon

Information is provided concerning state mental health services in Oregon, including estimates of need and organization of the Mental Health Division. Major thrusts of the 1969-71 budget are detailed as are administrative considerations in budget preparation. Also covered are hospitals for the mentally ill, hospitals for the mentally retarded, nonhospital programs, and problems for the future. (JD)

ED 042 301 EC 006 151

Saats, Arthur W. And Others

A Token-Reinforcement Remedial Reading Program Administered by Instructional Technicians.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-127

Pub Date May 70

Contract—OEC-5-10-154

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Behavior Change, *Disadvantaged Youth, *Exceptional Child Research, Paraprofessional School Personnel, *Reading Achievement, *Reinforcement, Remedial Programs

Instructional technicians administered a token reinforcement remedial reading program to 32 black ghetto children who were problem learners. In the 40.2 mean hours of training, the subjects made a mean of 78,505 reading responses; learned a mean of 726.8 words, retaining 81% short term and 59% long term; and received a mean monetary amount of \$21.34 worth of reinforcers. Test results indicated that the subjects did significantly better than the controls on a 100-word sample from the training materials. They also excelled on a standard reading achievement test, including the vocabulary section, and on both the verbal and nonverbal portions of an intelligence test. (Author/JD)

ED 042 302 EC 006 152

Guidelines for Programs for Exceptional Children and Youth in Kentucky Public Schools.

Kentucky State Dept. of Education, Frankfort. Div. of Special Education.

Pub Date Jan 70

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Administrator Guides, Educational Programs, *Exceptional Child Education, Handicapped Children, Instructional Materials, Professional Personnel, *Program Administration, *Program Guides, Special Classes, Special Programs, *State Programs, Vocational Education
Identifiers—Kentucky

Information in the guidelines for Kentucky programs for exceptional children includes administration of classroom units and criteria for special classes and programs in the areas of crippled and special health problems, home and hospitalized instruction, trainable and educable mentally handicapped, deaf, hard of hearing, neurologically impaired, emotionally disturbed, speech handicapped, and visually handicapped. Also considered are the work study program coordinator, the textbook program for the visually impaired, summer enrichment programs, and federal scholarships for preparation of professional personnel. (JD)

ED 042 303

EC 006 153

Lasher, Miriam G. And Others
Influences on Teaching Style in Work with
Disturbed Preschoolers.
Tufts Univ., Medford, Mass.
Spons Agency—National Inst. of Mental Health
(DHEW), Bethesda, Md.
Pub Date [70]

Note—26p.; Paper presented at the American
Orthopsychiatric Association Annual Meeting
(San Francisco, California, March 25, 1970)

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Classroom Observation
Techniques, *Emotionally Disturbed, *Excep-
tional Child Research, *Preschool Teachers,
Student Teachers, Teaching Methods, *Team
Teaching

Teaching styles of five teacher trainees and one
experienced teacher were observed. Teachers
worked in pairs with groups of four to five
disturbed preschool children. Six 10-minute ob-
servations of each teacher were made during the
year by direct observation and video tape record-
ing. Observe actions and verbalizations of
teachers and children were coded. Concerning
activity level of teachers, results showed in-
tra-group consistency and great inter-group vari-
ability. Only one teacher showed a systematic
change over time. Concerning amount of teacher
attention to individual children, results showed
teachers tend to give attention to disruptive chil-
dren and to children whose homes they visit.
Only the experienced teacher showed a dominant
and enduring teaching style. (MS)

ED 042 304

EC 006 154

Montgomery, Jacqueline McBurney, Raymond
D.

Operant Conditioning - Token Economy.

Camarillo State Hospital, Calif.

Pub Date 70

Note—39p.

Available from—Camarillo State Hospital,
Camarillo, California 93010

Document Not Available from EDRS.

Descriptors—Adults, *Behavior Change, Institu-
tionalized (Persons), *Mentally Handicapped,
*Operant Conditioning, *Positive Reinforce-
ment, Program Descriptions, Psychotherapy,
Residential Programs

Described is an Operant Conditioning-Token
Economy Program, teaching patients to be
responsible for their own behavior, to make cho-
ices, and to be motivated to change. The program
was instigated with mentally ill patients in a state
hospital and was later used with institutionalized
mentally handicapped groups. After two years,
only four of the original 140 chronic regressed
schizophrenics had not progressed enough to be
placed in the community. The problems of the
seven operant conditioning-token economy pro-
grams set up are discussed and suggestions for
successful planning and implementation are
made. Considered are the main features of
preparation, staff orientation, clarification of
terms, mechanics of the basic reinforcement pro-
gram, and construction of individual behavior
modification plans. Sample forms for collecting
observational data and maintaining complete in-
formation on behavior modification programs are
included. (KW)

ED 042 305

EC 006 155

Rhodes, Leanne And Others

A Language Stimulation and Reading Program for
Severely Retarded Mongoloid Children: A
Descriptive Report. California Mental Health
Research Monograph No. 11.

California State Dept. of Mental Hygiene, Sacra-
mento. Bureau of Research.

Pub Date 69

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Enrichment Programs, *Exceptional
Child Education, Institutional Environment, In-
tellectual Development, *Language Develop-
ment, Language Instruction, Language Skills,
*Mentally Handicapped, *Mongolism, Program
Descriptions, Reading Instruction

A longitudinal research study of the growth
and development of 10 severely mentally han-
dicapped mongoloid (Down's Syndrome) children
reared together in a state hospital was conducted.
They were tested regularly on the same scales,
providing comprehensive histories of mental,
psychomotor, and physical growth. When com-
parison with similar children reared at home

emphasized the declining developmental patterns
of the institutionalized group, an environmental
stimulation program (eventually including read-
ing) was designed to overcome their relative re-
tardation. Intensive language stimulation training
was the focal point. Described are means used to
make the environment more stimulating, better
structure daily routine, and motivate staff. Initial
language stimulation and articulation training is
outlined, including modifications made as the
program progressed. Aspects of reading training
and instruction are summarized. Findings thus far
show improvement in articulation, greater expres-
sive use of language, more extensive receptive
language, significant increase in intellectual abili-
ty, and ability to read and enjoy simple books.
Asocial behaviors have almost disappeared and
destructive, random, or stereotyped acts have
decreased. (KW)

ED 042 306

EC 006 158

Saettler, Herman

Students in Training Programs in the Education of
Handicapped Children and Youth, 1968-1969.
A Summary Report.

Bureau of Education for the Handicapped (D-
HEW/OE), Washington, D.C.

Pub Date Jul 70

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Exceptional Child Research,
*Federal Aid, Graduate Study, Personnel
Needs, *Professional Education, Teacher Edu-
cation, Undergraduate Study

A questionnaire was designed to determine the
number of students receiving training in the edu-
cation of the handicapped by level and type, and
the existing pattern of training programs
throughout the United States and within particu-
lar geographical regions. Of 628 questionnaires
mailed to 468 different colleges and universities,
about 99% usable questionnaires were returned.
Results indicated that cooperative effort at the lo-
cal, state, and federal levels had contributed sig-
nificantly to providing education for the han-
dicapped. Statistical tables and data are given.
(JD)

ED 042 307

EC 006 159

Saettler, Herman

A Directory of Doctoral Level Training Programs
in Special Education for the Handicapped -
1969.

Bureau of Education for the Handicapped (D-
HEW/OE), Washington, D.C.

Pub Date Jul 70

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Directories, Doctoral Programs,
*Exceptional Child Education, *Professional
Education

The directory lists doctoral training programs
for special education by state and by specialized
areas of handicapping conditions and training.
The chairman of each program is named and his
address given. (JD)

ED 042 308

24

EC 006 160

Bell, Dorothy Mays Sanders, Edwina

An Investigation of an Individualized Approach to
Evaluating, Grouping, and Planning Therapy
for Children with Functional Articulation
Problems in the First and Second Grades in a
Public School System. Final Report.

Fort Worth Independent School District, Tex.;
Texas Christian Univ., Fort Worth.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-9-G-035

Pub Date May 70

Grant—OEG-7-9-530035-0093(010)

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—*Articulation (Speech), Auditory
Perception, Elementary School Students, *Ex-
ceptional Child Research, *Grouping (Instruc-
tional Purposes), *Speech Handicapped,
*Speech Therapy

A study was conducted to investigate methods
of grouping children in grades 1 and 2 in a
speech and hearing therapy program, and to
determine the prevalence of certain auditory
skills and deviant swallowing behavior associated
with articulation problems. A screening test of ar-
ticulation identified 255 control and 255 experi-
mental subjects. A test battery was administered,
on the basis of which six therapy groups were

formed. Statistical analysis of data collected from
a later administration of tests showed the group-
ing of children with articulation problems, and
the use of pre-professionals (graduate students in
speech and hearing pathology) to be effective
procedures. Five of the groups achieved mean
gain of articulation scores greater than that of the
control groups. Of the 12 variables studied, nine
achieved significant gain by the experimental
samples in any group. Association of auditory
deviations with articulation problems was con-
firmed, but deviant swallowing behavior was not
a factor. (KW)

ED 042 309

40

EC 006 161

Siegenthaler, Bruce M.

Factors Related to the Speech-Hearing of Children
of Below Normal Intelligence. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0426

Pub Date Jan 70

Grant—OEG-08080426-4586-032

Note—137p.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors—Age Differences, *Auditory Dis-
crimination, *Auditory Perception, Educable
Mentally Handicapped, Etiology, *Exceptional
Child Research, Institutionalized (Persons), In-
telligence Differences, *Mentally Handicapped,
Testing

Tests were administered to 209 educable men-
tally handicapped children (mean age 10.8, mean
IQ 77) to determine factors related to speech
hearing. Results indicated that mental age, in-
telligence quotient, physiological age, institu-
tionalization, and organic bases for retardation
were not significantly related either to speech
reception threshold or to speech discrimination
test scores. However, chronological age was re-
lated to test performance. Also, the threshold and
the discrimination by the Identification of Pic-
tures tests were found both reliable and useful
with the educable retarded subjects. (Author/JD)

ED 042 310

EC 006 167

Materials for Secondary School Programs for the
Educable Mentally Retarded Adolescent.

Boston Univ., Mass. New England Materials In-
struction Center.

Pub Date Jun 70

Note—77p.; Revised Edition

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Adolescents, Audiovisual Aids,
*Bibliographies, Curriculum Guides, Educable
Mentally Handicapped, *Exceptional Child
Education, *Instructional Materials, *Mentally
Handicapped, Resource Materials, *Work
Study Programs

Compiled are materials related to work study
programs for the educable mentally handicapped
adolescent. Items listed include professional
books, textbooks, resource aids, journals and ar-
ticles, curriculum guides, instructional materials,
and audiovisual aids. The materials are grouped
according to academic areas (mathematics,
science, social studies, English, reading), voca-
tional education (general, industrial arts, home
economics, jobs, trades), and social skills
(general, safety, driving, recreation, home care,
health, social adjustment). Also included are sec-
tions on supplementary audiovisual materials,
tests, and professional books. Some materials are
briefly annotated; detailed descriptions of the
others are available from the retrieval filing
system at New England Materials Instruction
Center. (KW)

ED 042 311

EC 006 298

Goveia, Leonard H. Tutko, Thomas A.

Psychiatric Rehabilitation in a Community Center.
Rehabilitation Mental Health Services, Inc., Santa
Clara, Calif.

Pub Date 69

Note—193p.

EDRS Price MF-\$0.75 HC-\$9.75

Descriptors—Adjustment (to Environment),
*Emotionally Disturbed, Experimental
Psychology, *Psychiatric Hospitals,
*Psychotherapy, *Rehabilitation Centers,
Research Projects, Residential Programs

A research project was designed to compare
the therapeutic effectiveness of treatment in a
state hospital with treatment in a supportive, re-
sidential halfway-house facility involving patients
in the acute initial stages of a psychiatric episode.

38 Document Resumes

Psychological tests were administered to randomly assigned patients at admission to the two facilities, at discharge, and one year from admission. Demographic information was also tabulated. Results indicated that patients could be treated effectively and more quickly in the residential community setting, and that rehospitalization tended to be higher for the state hospital group. Pathology reduction was similar, but the community home group showed a more active, productive means of dealing with personal problems and greater vocational success and income after discharge. Results are seen to support the Life Management approach toward treatment, which emphasizes teaching the functional and practical aspects of everyday living leading to economic independence and emotional stability. Extensive statistical tables of comparisons of the two groups of patients are included. (KW)

ED 042 312 EC 006 308

Calvert, Donald R.
Report on Rubella and Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Disease Rate, Educational Legislation, *Exceptional Child Services, Handicapped Children, *Prenatal Influences, *Rubella
Symptoms and characteristics of rubella (German measles) are listed, including a brief history of the disease. Emphasized are the effects of maternal rubella, particularly if contracted during the first three months of pregnancy. Likelihood of abnormalities of the child are detailed, and resulting educational as well as medical problems are discussed. Social repercussions of these handicapped children are noted. Existing legislation related to the problem is reviewed, and figures presented as supportive information relate to the incidence of rubella-caused handicapped children. (KW)

ED 042 313 EC 006 319

MacLeech, Bert, Ed. And Others
Eighth Annual Distinguished Lecture Series in Special Education and Rehabilitation: Summer 1969.

University of Southern California, Los Angeles. School of Education.

Pub Date 70

Note—126p.

Available from—University Bookstore, University of Southern California, Los Angeles, California 90007 (\$3.00)

Document Not Available from EDRS.

Descriptors—Conference Reports, Counseling, Culturally Disadvantaged, Educational Legislation, *Exceptional Child Education, Mentally Handicapped, *Rehabilitation Counseling

Compiled are the papers presented at the lecture series, biographical sketches of the lecturers, a list of doctoral theses in Special Education and Rehabilitation at the University of Southern California, and brief descriptions of graduate study programs at the university in the departments of Special Education and Counselor Education-Rehabilitation. The topics included are: world-wide developments in mental retardation, by Gunnar Dybwad; recent research in rehabilitation counseling, by Gerald Fisher; future planning of problems of children and youth, by Henry Leland; the politics of counseling, by Joseph Stubbs; legislative developments and perspectives in California, by Chester A. Taft; and value confrontation and rehabilitation of the culturally different, by Milton E. Wilson, Jr. (KW)

ED 042 314 EC 030 007

Kannapell, Barbara M. And Others
Signs for Instructional Purposes.

Gallaudet Coll., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 69

Grant—OEG-2-6-061924-1890

Note—120p.

Available from—Gallaudet College Press, Florida Avenue at 7th Street, N.E., Washington, D.C. 20002 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Academic Education, *Aurally Handicapped, College Instruction, Deaf Education, *Exceptional Child Education, *Manual Communication, Secondary Grades, *Sign Language

Illustrations depict 465 new manual signs for use in high school and college instruction of deaf students. The signs represent words or phrases, usually made up of many letters, which are important to the following subject matters: sciences and mathematics (general terms), biology, chemistry, mathematics, physics, psychology, humanities (general terms), art, drama, English, religion, social sciences (general terms), economics, history, sociology, audiology, library science, and physical education. A translation into French accompanies the test. (KW)

ED 042 315 EC 030 008

Gardner, James M.
Behavior Modification in Mental Retardation: An Annotated Bibliography.

Columbus State Inst. Ohio.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 70

Note—24p.

Available from—Department of Research and Development, Orient State Institute, Orient, Ohio 43146 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Behavior, *Behavior Change, Ethics, *Exceptional Child Research, Interpersonal Competence, *Mentally Handicapped, Programed Instruction, Psychomotor Skills, Self Care Skills
The annotated bibliography covers literature related to the applications of behavior modification principles and techniques to the training of the mentally handicapped. The listings are by topic area: general, self-care skills (eating, dressing, toileting, motor skills), social skills (language, classroom behavior, instituting desirable behaviors, eliminating undesirable behaviors), and ethics. Attached is a non-annotated listing of references related to programed instruction for the mentally handicapped. (KW)

ED 042 316 EC 030 009

Gardner, James M. And Others
Learning in Mental Retardation: A Comprehensive Bibliography.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 69

Note—62p.

Available from—Dept. of Research and Development, Orient State Institute, Orient, Ohio 43146 (\$2.00)

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Behavior Change, *Bibliographies, Conditioned Response, Discrimination Learning, *Exceptional Child Research, Generalization, *Learning, *Mentally Handicapped, Perceptual Motor Learning, Reinforcement, Verbal Learning

The bibliography on learning in mentally handicapped persons is divided into the following topic categories: applied behavior change, classical conditioning, discrimination, generalization, motor learning, reinforcement, verbal learning, and miscellaneous. An author index is included. (KW)

ED 042 317 EC 030 010

Marvin, Lelia Cruse
Influence of Title III, ESEA Upon Special Education Programs in Illinois.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Demonstration Projects, Educational Legislation, *Exceptional Child Education, *Handicapped Children, Special Services, State Programs
Identifiers—Illinois

The Title III program of the Elementary and Secondary Education Act, called PACE (Projects to Advance Creativity in Education), allots 15% of the funds allocated to projects dealing with the special educational needs of handicapped children. Presented are some effects of the services supported by Title III funds which assist local districts in supplementing basic programs and beginning new instructional techniques. Various Illinois Title III, ESEA, special education projects are briefly described. (KW)

ED 042 318 EC 030 011
Vocational Readiness for Young Disabled Students in New York City: Final Report of a 5-Year Collaborative Study.

State Univ. of New York, Albany. State Educational Dept.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 68

Note—198p.

EDRS Price MF-\$1.00 HC-\$10.00

Descriptors—Adolescents, Educable Mentally Handicapped, Emotionally Disturbed, *Employment Potential, *Exceptional Child Research, Physically Handicapped, *Prevocational Education, *Vocational Education, *Vocational Rehabilitation

To determine if severely handicapped children were in fact not ready to utilize vocational services when they leave school (due to lack of prevocational work experience), handicapped children were provided two years of vocational counseling and sheltered work experience. The sample of 280 children (ages 14 to 17 years), were divided into experimental (Es) and control (Cs) groups in each disability grouping (physically handicapped, educable mentally handicapped, and emotionally disturbed). The Es received vocational service two days a week for two years. All children were assessed before and after the program and 12 months later. Results showed that the physically handicapped Es had higher potential for service than the physically handicapped Cs. The physically handicapped benefited the most from the program. The mentally handicapped showed gains in socialization and interpersonal adjustment, though not much gain in employability. The emotionally disturbed showed no significant benefits. Ethnic and socioeconomic factors were important determiners of progress (the prevocational service was least effective with children facing problems of the poverty subculture), and more integration with the child's educational program is recommended. Appendixes include forms, case histories, many tables, and additional information. (KW)

ED 042 319 40 EC 030 016

Seitz, Sue Merryman, Sandra
An Investigation of Factors Influencing Learning in the Mentally Retarded, and Their Use in the Design of Instructional Materials. Interim Report.

Austin State School, Tex.; Texas Research Inst., Houston.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0185

Pub Date Jun 70

Grant—OEG-0-070185-1750

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Associative Learning, *Educable Mentally Handicapped, *Exceptional Child Research, Instructional Materials, Learning Theories, Mentally Handicapped, *Paired Associate Learning, Programed Instruction, Programed Materials, *Prompting, Workbooks

Using 48 educable mentally handicapped students (ages 12-18) as subjects, a study investigated the effect of prompted and trial-and-error procedures on the learning of a paired-associate task, when items (concrete nouns of less than six letters) in one list were drawn from the same categories (animals, food) and in a second list, from different categories. Results showed that prompting caused superior performance in the first situation, demonstrating that guided learning mitigates the interference caused by associating categories rather than stimulus response items. Other variables examined included interspersed non-reinforced test trials in the trial-and-error situation, and the order of presentation of the two lists. Related to the design of instructional materials, results suggest that, in the preparation of programed workbooks or similar items for the mentally handicapped, prompting would be an effective means of introducing new concepts for association with already familiar items. (KW)

ED 042 320 EC 030 105

Dailey, Rebecca And Others

Thesaurus for Exceptional Child Education.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 70

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Classification, *Exceptional Child Education, Gifted, Handicapped, Indexes (Locators), *Indexing, *Information Retrieval, Information Science, *Subject Index Terms, Taxonomy, *Thesauri, Vocabulary, Word Lists Identifiers—Educational Resources Information Center (ERIC)

A listing of terms relative to exceptional child education is provided with selective definitions, similar term groupings, and usage notes. All terms are described as approved descriptors of the Educational Resources Information Center (ERIC) Thesaurus with particular need to the ERIC Clearinghouse on Exceptional Children. (RD)

EM

ED 042 321 EM 007 876

Young, James P. Stolurow, Lawrence M.
A CAI Study of Learning Geologic Time and Evolution.

Harvard Univ., Cambridge, Mass. Computation Lab.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-696-007; TR-9

Pub Date Sep 69

Note—25p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-696 007, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, *Biology Instruction, *Computer Assisted Instruction, Educational Attitudes, *Error Patterns, Evolution, *Geology, Sequential Approach, Sequential Learning, Slides, *Time Factors (Learning) Identifiers—JPYGEOL, Welch Science Process Inventory Test, Welch SPI Test

Twenty-two college students in science education were given an adjunctive computer-assisted instruction (CAI) program by means of typewriter consoles and computer-controlled colored slide presentations of critical information. Students were pretested, told how to respond at the student console, taught by the Harvard CAI System, and posttested. The time spent by each student was recorded, as were all errors. Performance on CAI was related to: (a) scores on a standardized biology test, (b) the Welch Science Process Inventory (SPI) Test, (c) the first semester biology course grade, and (d) an attitude questionnaire. Instruction reduced the range of errors subjects made on a test of knowledge from 18 (2 to 20) to 14 (1 to 15) points. However, the range of correct responses increased from 6 (2 to 9) to 9 (7 to 16). Students who took longer made fewer errors ($r = -.56$). No relationship was found between gain made in knowledge from the lesson and the time a student spent to make that gain ($r = -.03$). Those students who had high Welch SPI test scores and biology test scores took more time to learn than those whose scores were lower. Attitude toward content and number of errors made while learning were significantly related ($r = -.60$); however, attitude and gain were not correlated significantly. (Author)

ED 042 322 EM 008 126

Horn, Robert E. And Others
Information Mapping for Learning and Reference.

Information Resources, Inc., Cambridge, Mass.

Spons Agency—Electronic Systems Div. (Air Force), Bedford, Mass.

Report No.—AD-699-201

Pub Date Aug 69

Note—140p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-699 201, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Data Processing, *Information Retrieval, Information Systems, *Library Science

Information mapping is a method of organizing categories of information and of displaying them for both learning and reference purposes. The

method may be applied to the production of self-instructional books or to the organization of data bases for computer-aided instruction and reference. The report is itself written in modified information map form. The procedures and rules for information mapping were derived from educational research and technology as well as from the communications world. Preliminary work with simulated computer displays has explored the flexibility with which a system so organized can respond with a range of user options and display variations. Cost per instruction hour is competitive with that of other methods, but the method has additional advantages in its versatility and ease of updating. A reference list is appended. (Author/JY)

ED 042 323

Holland, Wade B.

Soviet Cybernetics Review, Volume 3, Number 11.

Rand Corp., Santa Monica, Calif.

Report No.—AD-700-045

Pub Date Nov 69

Note—125p; See also Volume 3, Number 10, CFSTI document AD-698 728

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-700 045, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computers, Cybernetics, Display Systems, Education

Identifiers—Union of Soviet Socialist Republics, USSR

Soviet efforts in designing third-generation computers are discussed in two featured articles which describe (1) the development and production of integrated circuits, and their role in computers; and (2) the use of amorphous chalcogenide glass in lasers, infrared devices, and semiconductors. Other articles discuss production-oriented branch research institutes at universities, reorganization of higher education along United States lines, and economics of computer centers. Hardware discussed includes the Minsk-32, a multi-processor with multimachine capability, teletype-input cathode ray tube display for the BESM-6, the Alpha structural mechanics computer, speech recognition by the BESM-3, remote-process control via telegraph line, and a heuristic approach to checker-playing on an M-20. (Author)

ED 042 324

Calvin, Allen D.

Programmed Instruction: Bold New Venture.

Pub Date 69

Note—250p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$7.50)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Program Descriptions, *Programed Instruction, *Programed Materials, Programming, Teaching Methods

Ten experts in the field of programed instruction have contributed articles to this book. The articles are designed to show what programed learning is, where it is currently being used and with what success, and how to make the most effective use of programed materials. They demonstrate the use of programed instruction in spelling, reading, social sciences, foreign languages, and mathematics, as well as in the non-graded school, job corps, adult education, and colleges and universities. Some of the articles are presented in programed form; others use programed material extensively to make their point. A list of notes and references and a subject index supplements the text. (Author/JY)

ED 042 325

Mitzel, Harold E.

The Development and Evaluation of a Teleprocessed Computer-Assisted Instruction Course in the Recognition of Malarial Parasites. Final Report; May 1, 1967 - June 30, 1968.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-702-476; R-17

Pub Date Jun 68

Note—76p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 476, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Course Descriptions, Course Evaluation, Health Education, Programed Instruction

A computer-assisted instruction course in the recognition of malarial parasites was developed and evaluated. The course includes stage discrimination, species discrimination, and case histories. Segments developed use COURSEWRITER as an author language and are presented via a display terminal that permits two-way communication with an IBM computer located at the computer building at the Pennsylvania State University. In addition to typewriter printout and keyboard, the student is provided with slide images and audio messages under program control. Appendices contain flowcharts, diagrams, sample student printouts, and other background information on the course. (Author/JY)

ED 042 326

Trimble, C. J. And Others

Use of a Computer Language in Teaching Dynamic Programming. Final Report.

Texas A and M Univ., College Station.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-702-462

Pub Date Feb 70

Note—20p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 462, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Algorithms, Problem Solving, Programming, *Programming Languages, Teaching Methods

Identifiers—DYPPO

Most optimization problems of any degree of complexity must be solved using a computer. In the teaching of dynamic programming courses, it is often desirable to use a computer in problem solution. The solution process involves conceptual formulation and computational solution. Generalized computer codes for dynamic programming problem solution usually are not practical because of the wide variation and the type of problems solved. A computer language was written which permits a student to read his formulation directly into the computer and obtain the solution. The computer language (DYPPO) was used, and it greatly improved the operation of the course. A reference list is appended, along with additional data about the input and output of the language. (Author/JY)

ED 042 327

The Development of a Computer-Directed Training Subsystem and Computer Operator Training Material for the Air Force Phase II Base Level System. Final Report.

System Development Corp., Santa Monica, Calif.

Spons Agency—Electronic Systems Div. (Air Force), Bedford, Mass.

Report No.—AD-702-529; ESD-TR-70-27

Pub Date 30 Nov 69

Note—343p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 529, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Course Descriptions, Course Evaluation, Programed Instruction, Testing, Training Techniques

Identifiers—Air Force Phase II Base Level System, CDTs, Computer Directed Training Subsystem

The design, development, and evaluation of an integrated Computer-Directed Training Subsystem (CDTS) for the Air Force Phase II Base Level System is described in this report. The development and evaluation of a course to train computer operators of the Air Force Phase II Base Level System under CDTS control is also described. Detailed test results for validation of the computer operator course and Formal Qualification testing of the CDTS are presented. Conclusions and recommendations with respect to the current CDTS recommendations for additional capabilities and for further implications are discussed. Appendices contain flow diagrams, a computer operator's course outline, samples of data collection forms, test scores, and testing results. (Author/JY)

ED 042 328 EM 008 166

Ekman, Paul. And Others

VID-R and SCAN: Tools and Methods for the Automated Analysis of Visual Records.
Langley Porter Neuropsychiatric Inst., San Francisco, Calif.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-702-635

Pub Date 69

Note—12p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 635, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Automation, Behavioral Science Research, *Display Systems, Information Processing, *Information Retrieval, Observation, *Optical Scanners

Identifiers—SCAN, VIDR, Visual Information Display and Retrieval

The VID-R (Visual Information Display and Retrieval) system that enables computer-aided analysis of visual records is composed of a film-to-television chain, two videotape recorders with complete remote control of functions, a video-disc recorder, three high-resolution television monitors, a teletype, a PDP-8, a video and audio interface, three videotape recorder controllers, and one or two high-resolution vidicon cameras. The system will accept either 16mm film or videotape as input. Since all communication in and out of the system is through the teletype, a typed or paper-tape record can be maintained of all located events, their codes, locations, and descriptions. Applications of the system to the analysis of nonverbal behavior shown by mental patients and to the analysis and classification of movements are discussed. A procedure called SCAN (Systematic Classification and Analysis of Nonverbal Behavior) is described. (Author/JY)

ED 042 329 EM 008 167

Feingold, Samuel L.

CAI Systems Past, Present, and Future.

System Development Corp., Santa Monica, Calif.

Report No.—AD-702-686

Pub Date Mar 70

Note—9p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 686, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computers, Cost Effectiveness, *Programming Languages, Time Sharing

In considering the development of computer-assisted instruction (CAI) systems over the past eleven years, one can see a pattern of interaction between advances in computer hardware and software and continuing efforts to solve the basic problems of CAI: problems of achieving a natural-language capability, of keeping the cost low, and of making coding and editing easier. As new equipment and the higher level languages became available, solutions to one or another of these basic problems have become feasible. Now, in the fourth generation of CAI, we have on line, time-sharing capabilities and a powerful and flexible language that embodies both program logic and instructional content. This pattern gives some hint of how things will proceed in the future: through a continuing interaction between technology—in the forms of the mini-computer on the one hand and the extremely large time-share facility on the other—and further efforts to solve the more complicated needs that face us now. (JY)

ED 042 330 EM 008 168

Bretz, Rudy

The University of Texas Dental Branch Independent-Access Television System.

Rand Corp., Santa Monica, Calif.

Report No.—AD-702-671

Pub Date Feb 70

Note—20p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 671, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Audioinstructional Aids, *Dentistry, Electromechanical Aids, *Health Occupations Education, Individual Instruction, *Televise Instruction

A very advanced electronic instructional system is being designed and constructed which will be used in dental laboratory courses. The system will include 100 student stations, each with three-dimensional video, both motion and still, and live three-dimensional equipment of a unique design. Instruction may be programed in multiple-track or branching formats, and an electronic tablet collects students' constructed responses. Any student may access any of the material available independently of all other students who are using the same system. The system is unique not only in technical sophistication, but also in the fact that the designer is both engineer and instructor. (Author/JY)

ED 042 331 EM 008 169

An Advanced Programming Technique for a Cost-Effective Hardware-Independent Realization of Naval Software Systems. Final Technical Report, Part II.

Computer Symbolic, Inc., Washington, D. C.

Spons Agency—Office of Naval Research,

Washington, D.C.

Report No.—AD-702-058

Pub Date Feb 70

Note—46p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-702 058, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, *Cost Effectiveness, *Programming Languages, Semantics, Syntax

Identifiers—Fast Iterative Recursive Macro System, FIRMS, PAL Assembly Language

A pseudo assembly language, PAL, was developed and specified for use as the lowest level in a general, multilevel programming system for the realization of cost-effective, hardware-independent Naval software. The language was developed as part of the system called FIRMS (Fast Iterative Recursive Macro System) and is sufficiently general to allow ease of transferability from one machine to another but is sufficiently close to most existing machine assembly languages to insure efficient utilization of machine assembly features. PAL's syntax is specially designed to allow efficient processing by a macro assembler which will be written in a subset of PAL, allowing more computerization of the implementation process and requiring less recoding in transferal. (Author/JY)

ED 042 332 EM 008 197

McHenry, Dale E. And Others

Qualitative Effects of Increasing Subject Matter Content and Mediating Certain Lecture Portions of an Honors Course in College Physics.

Pub Date 19 Jan 70

Note—17p.; Paper presented at Annual Meeting of the Department of Audio-Visual Instruction, National Education Association (Detroit, Michigan, April 27 - May 1, 1970)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Analog Computers, *Audiovisual Aids, Computer Assisted Instruction, Computer Based Laboratories, Curriculum Enrichment, *Enrichment Activities, Gifted, *Honors Classes, Honors Curriculum, Lecture, Mediation Theory, *Military Schools, Physics Curriculum, *Physics Instruction

Identifiers—Spearman Brown Prophecy Formula, *United States Air Force Academy

Freshmen cadets in an enriched mediated honors course in General Physics achieved slightly less on a 40 common-item criteria test than cadets in a traditionally taught honors course in the same subject, although the mediated course included approximately 40 percent more content in the area of modern physics. In the enriched course, audiovisual aids and devices were used on a large scale during lecture hours, and the analog computer was substituted for traditional laboratory demonstrations to illustrate complex physical phenomena. The results were interpreted to mean that extensive acceleration and enrichment of the course were made possible through mediation at only a tiny cut in terms of achievement of the traditional material. No immediate attempt was made to assess attitudes, but in a later study of the same course 70 percent of the cadets were pleased with mediated overview lectures, 93 percent with the use of audiovisual aids, and 80 percent with the use of the analog computer. (Author)

ED 042 333 EM 008 198

Breen, Myles P. Diehl, Roderick

Effect of Videotape Playback and Teacher Comment on Anxiety During Subsequent Task Performance.

Pub Date Apr 70

Note—7p.; Paper presented at Annual Meeting of the Department of Audio-Visual Instruction, National Education Association (Detroit, Michigan, April 27 - May 1, 1970)

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Anxiety, Articulation (Speech), Behavior Change, Feedback, Microteaching, *Speech, *Student Teacher Relationship, *Task Performance, *Video Tape Recordings

Feedback by teacher comment, by television playback, and by self-analysis, singly or together, reduced anxiety in subsequent performance as measured by nonfluencies in speech. Nonfluencies were counted in eight categories: the sounds, "ah," "um," or "uh;" correction; sentence incompleteness; repetition; stutter; intruding incoherent sound; tongue slip; and omission. Performance in six treatment groups ranged from a low of 10.4 nonfluencies when there was videotape recording, teacher comment, and playback to a high of 37.1 nonfluencies when there was no videotape recording, no comment, and no playback. Since videotape playback without teacher comment resulted in almost double the nonfluencies (21.3) of those resulting from videotape playback with teacher comment, the conclusion was reached that a positive interaction between the two practices is to be desired. It is interesting that the mere presence of a television camera and recorder reduced student anxiety somewhat, perhaps, because of a "Hawthorne" effect. (MF)

ED 042 334 EM 008 214

Hall, Keith A. And Others

Inservice Mathematics Education via Computer-Assisted Instruction for Elementary School Teachers in Appalachia. Final Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Appalachia Educational Lab., Charleston, W. Va.

Report No.—R-26

Pub Date Jan 70

Note—80p.; Paper presented at Annual Meeting of the Department of Audio-Visual Instruction, National Education Association (Detroit, Michigan, April 27 - May 1, 1970)

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Computer Assisted Instruction, Elementary School Teachers, Inservice Courses, *Inservice Teacher Education, Mathematics Education

Because of inadequate preservice and inservice mathematics training programs, a critical need existed to provide quality inservice mathematics instruction for teachers in sparsely settled areas of Appalachia. A computer assisted instruction (CAI) course was developed for use with the IBM 1500 system which utilized an integrated approach relying on tutorial activity at the computer, printed instructional materials, and manipulative devices to be used at the terminal and in the classroom. Four hundred and forty-four students registered for the course; 387 completed the course. Using data compiled from this field study the achievement and attitudes of the students were evaluated and the relationships among achievement, attitude, and time measures were analyzed. Student opinion toward CAI was surveyed. Using this data as feedback some revisions were made in the curriculum. A table of references, a course description, and a sample of the opinion questionnaire are appended. (JY)

ED 042 335 EM 008 215

Geis, George L. And Others

Designing More Effective College Instruction.

Book 1: Introduction, User's Guide, Unit 1: Stating Goals, Unit 2: Moving Toward Measurement, Unit 3: Measurement; Book 2: Unit 4: Solutions, Readings; Book 3: Unit 5: Programmed Instruction; Book 4: Workbook; Book 5: Final Report. Prototype Edition.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Spons Agency—Esso Education Foundation.

Pub Date Jun 70

Note—Book 1, 196p.; Book 2, 140 p.; Book 3, 260p.; Book 4, 28p.; Book 5, 28p

Available from—Center for Research on Learning & Teaching, 1315 Hill Street, Ann Arbor, Michigan 48104

Document Not Available from EDRS.

Descriptors—*Autoinstructional Aids, College Teachers, *Course Descriptions, Curriculum Guides, Inservice Teacher Education, *Methods Courses, Teaching Methods

The prototype of an in-service, self-instructional course for college level teachers was developed during this two year project. The curriculum of the course is covered in four volumes; an additional volume gives a final report on the project itself. The course covers the techniques of defining and stating instructional goals; measuring and testing the effectiveness of instructional methods and materials; developing solutions to instructional problems; and writing, trying out, and revising both programed testing and teaching material. A set of relevant readings and bibliographies is provided along with a workbook. The curriculum emphasizes the needs for empirical development of instructional materials and advocates the iterative process of write-test-revise in order to efficiently and effectively reach intended goals. (JY)

ED 042 336

EM 008 225

Littleton, Lois

The Pilot Training Study: A User's Guide to the Pilot Computer Model. Volume II.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No.—AD-703-699

Pub Date Dec 69

Note—72p.; See also: Volume I, AD-703 701; Volume III, AD-703 693

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-703 699, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Programs, *Flight Training, Job Training, Manpower Utilization, Personnel Management, Simulation

A detailed description is given, with flowcharts and listing, of the computer program for a pilot flow simulation. Given the number of trained pilots required over a time period, and a statement of the policy concerning the flow of pilots between desk and flying assignments, the computer program determines at what times and in what numbers pilots must enter and leave training courses. Requirements for a maximum of 20 years, 80 weapon systems, and three pilot types can be processed. PILOT can estimate the effects of alternative policies on pilot flows and the effect of these flows on training rates. Combined with cost and resource models of the training activities, it may be used to estimate the overall impact on costs of pilot training alternatives. (Author)

ED 042 337

EM 008 227

Miller, Paul David

The Relationship of Teacher Perceptions of a School's Audiovisual Climate to the Organizational Structure of its Media Program.

Wisconsin Univ., Madison. School of Education. Pub Date 69

Note—123p.; Paper presented at Annual Meeting of the Dept. of Audio-Visual Instruction, National Education Assn. (Detroit, Mich., April 27-May 1, 1970). Thesis submitted to the School of Education of University of Wisconsin Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-3632, Microfilm \$4.00, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Centers, *Audiovisual Coordinators, Audiovisual Instruction, *Audiovisual Programs, *Program Evaluation, Teacher Attitudes

The primary purpose of this study was to ascertain, through teacher perceptions of the audiovisual climate within a school, some of the factors which might affect the utilization of media in the teaching-learning process. The subjects of the study were 432 teachers in 50 secondary schools, and the audiovisual coordinators for the schools. The results of data analysis on the subjects' responses showed that: the unified media program produces no better audiovisual climate than a separate library and audiovisual program;

schools with full time audiovisual coordinators have a superior climate to schools having a part-time coordinator; and part time audiovisual coordinators do not produce any better climate than coordinators with no released time. The background of the coordinator appears to be significant in producing a good audiovisual climate. This report reviews the related literature, describes the methods used in the study, analyzes the data, and summarizes the findings. A bibliography of books, periodicals, miscellaneous publications, and theses is appended, as well as some background material on the study itself. (JY)

ED 042 338

EM 008 228

Connelly, Edward A. And Others

Study of Adaptive Mathematical Models for Deriving Automated Pilot Performance Measurement Techniques. Volume I. Model Development.

Melpar Div. of American Standard, Inc., Falls Church, Va.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AD-704-597

Pub Date Oct 69

Note—312p.; See also: Volume II, AD-704 115 Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-704 597, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Data Processing, *Flight Training, Programming, *Simulation, Simulators, Task Performance

A new approach to deriving human performance measures and criteria for use in automatically evaluating trainee performance is documented in this report. The ultimate application of the research is to provide methods for automatically measuring pilot performance in a flight simulator or from recorded in-flight data. An efficient method of representing performance data within a computer is described. A system of adaptive mathematical and computer models is developed to examine representative performance data corresponding to known skill-levels and to independently develop a unique method of performance evaluation. Three types of models are developed, each of which is designed to derive and use unique types of performance measures. (Author)

ED 042 339

EM 008 229

Smith, Russel L. And Others

Technique for Establishing Personnel Performance Standards (TEPPS). Volume III. Results of Navy User Test. Final Report.

Integrated Sciences Corp., Santa Monica, Calif.

Spons Agency—Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Report No.—AD-704-105

Pub Date Dec 69

Note—56p.; See also Volume I, AD-704 103; Volume II, AD-704 104

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-704 105, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Evaluation Techniques, Performance Criteria, *Personnel Management, Standards

Identifiers—TEPPS

The results of a test application of TEPPS (Technique for Establishing Personnel Performance Standards) by a Navy analyst team are described in this report. TEPPS is a general systems analysis tool which includes a mathematical model for evaluating man-machine systems. The test results are interpreted both by the system's developers and by the Naval Personnel Research and Development Laboratory. The primary considerations of the analysis are the practical utility of TEPPS' methodology and the facility with which TEPPS could be applied by the Navy user. (JY)

ED 042 340

EM 008 230

Smith, Russel L. And Others

Technique for Establishing Personnel Performance Standards (TEPPS). Volume II. Procedural Guide.

Integrated Sciences Corp., Santa Monica, Calif.

Spons Agency—Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Report No.—AD-704-104

Pub Date Dec 69

Note—147p.; See also Volume I, AD-704 103; Volume III, AD-704 105

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-704 104, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, Data Processing, *Evaluation Criteria, *Human Engineering, Man Machine Systems, Personnel Management

Technique for Establishing Personnel Performance Standards (TEPPS) is a tool for use in man-machine system design and analysis. This is a guide to its application. It specifies the types of input data required, provides instructions and examples on how to proceed through the various steps in TEPPS' application, and includes guidelines for interpretation of results. The TEPPS computer program procedures also are discussed along with instructions for use. (Author/JY)

ED 042 341

EM 008 231

O'Neal, J. B., Jr.

Efficient Digital Encoding Methods for Improved Military Communication Systems. Annual Scientific Progress Report No. 2.

North Carolina State Univ., Raleigh. Dept. of Electrical Engineering.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-703-725

Pub Date Apr 70

Note—109p.; Report on Project THEMIS. See also Annual Scientific Progress Report No. 1, AD-688 606

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-703 725, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Digital Computers, Electronic Data Processing, Simulation, *Telecommunication

The research program is designed to accomplish two primary objectives: (1) to obtain a basic understanding of the digital encoding algorithm under certain general conditions, and (2) to determine explicitly what kinds of practical digital encoding equipment should be used for the various tasks which require it. In order to accomplish these objectives, five working groups were formed and progress is reported here in each of these groups—source encoding theory, speech encoding, video encoding, pattern recognition, and computer simulation. This report is composed primarily of the individual progress reports of the team members, and each of these individual reports is a self-contained subsection of the larger report. New results are reported in every area of the research program. (Author/JY)

ED 042 342

EM 008 233

Leahy, John Francis, III

A Universal Syntax Checker.

Naval Postgraduate School, Monterey, Calif.

Spons Agency—Naval Postgraduate School, Monterey, Calif.

Report No.—AD-704-087

Pub Date Jun 69

Note—63p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-704 087, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Programming Languages, Semantics, *Syntax

A universal syntax checker was constructed to be utilized with a text editor in a time-sharing environment. This syntax checker is a top-down, left-right, slow-back parser that will provide, when supplied the syntax of any language in the Backus-normal form, a syntax check for any string written in a language described. The procedure is capable of handling left, right, and self-embedded recursive definitions. A bibliography is appended, along with the computer program and printout. (Author/JY)

ED 042 343

EM 008 234

Fiedler, Fred E. And Others

The Culture Assimilator: An Approach to Cross-Cultural Training. Technical Report.

Washington Univ., Seattle. Dept. of Psychology.

42 Document Resumes

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Report No—AD-704-517
Pub Date Apr 70
Note—21p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-704 517, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Cross Cultural Training, *Cultural Differences, Cultural Interrelationships, Ethnology, Instructional Aids, Intercultural Programs, Social Integration
Identifiers—Culture Assimilator

The construction of self-administered, programmed, culture training manuals, called "Culture Assimilators," is described here. These programs provide an apparently effective method for assisting members of one culture to interact and adjust successfully with members of another culture. Culture assimilators have been constructed for the Arab countries, Iran, Thailand, Central America, and Greece. The paper describes the steps involved in the development of these programs, as well as briefly reviewing studies validating the Culture Assimilator programs under laboratory and field conditions. (Author)

ED 042 344 EM 008 235

Akers, Max Neil

A Proposed Programming System for Knuth's Mix Computer.

Naval Postgraduate School, Monterey, Calif.
Spons Agency—Naval Postgraduate School, Monterey, Calif.

Report No—AD-705-101

Pub Date Jun 69

Note—105p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-705 101, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Programming, *Programming Languages, Simulation, Teaching Methods

A programming system using a hypothetical computer is proposed for use in teaching machine and assembly language programming courses. Major components such as monitor, assembler, interpreter, grader, and diagnostics are described. The interpreter is programmed and documented for use on an IBM 360/67 computer. The interpreter can be used for teaching machine language programming and can be incorporated into the proposed programming system. A user's manual, program flowcharts, program listing, and bibliography are appended. (Author/JY)

ED 042 345 EM 008 237

Akselrod, I. R. Belous, L. F.

"SIRIUS" Input Language for an Automatic Programming System.

Air Force Foreign Technology Div., Wright-Patterson AFB, Ohio.

Spons Agency—Air Force Foreign Technology Div., Wright-Patterson AFB, Ohio.

Report No—AD-705-214

Pub Date Mar 70

Note—20p.; Edited translation of Seminar on Programming Automation, No. 3, 1967, p. 44-62

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-705 214, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, Machine Translation, Man Machine Systems, Programming, *Programming Languages, Russian
Identifiers—SIRIUS Programming Language

The SIRIUS language is intended for solving both numerical and analytical problems. The new language is realized by means of a two-phase translator. The first phase is a translation into an intermediate (Polish-nonparenthetic) language; the second phase is an interpretation from this language. Two modes of program execution are envisaged in the SIRIUS language: automatic programming and man-machine "conversation" programming. Programs for problem solution include two types of information: initial nonalgorithmic and algorithmic. The first type includes formulas, equations, and relations written in the generally used linearized notation; the second type includes a sequence of instructions expressed by Russian

verbs in the imperative form. The SIRIUS language uses Russian, Latin, and Greek characters, numerals, true-false symbols, operation symbols, operators, and housekeeping words and symbols. (Author/JY)

ED 042 346 EM 008 238

Graham, W. R. Macmillan, D. C.

JOSTRAN: An Interactive Joss Dialect for Writing and Debugging Fortran Programs.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No—AD-704-568

Pub Date Mar 70

Note—14p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-704 568, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, Computer Programs, Digital Computers, Programming, *Programming Languages

Identifiers—FORTRAN Programming Language, JOSS Programming Language, JOSTRAN Programming Language

JOSTRAN is a JOSS dialect that expedites the construction of FORTRAN programs. JOSS is an interactive, on-line computer system. JOSS language programs are list-processed; i.e., each statement is interpreted at execution time. FORTRAN is the principal language for programming digital computers to perform numerical calculations. The JOSS language permits greater flexibility and subtlety, but FORTRAN can handle larger calculations. JOSTRAN, a specified FORTRAN-compatible dialect of JOSS, combines the advantages of both languages. It allows the user to exploit JOSS's interactive, list-processing facilities while writing and debugging a program, and facilitates the translation of the JOSTRAN program into FORTRAN. (Author/JY)

ED 042 347 EM 008 249

Braun, Ludwig Visich, Marian, Jr.

The Uses of Computers in High Schools. A Teacher's Manual Prepared by the Teachers of the Huntington Computer Project. Preliminary Version.

Brooklyn Polytechnic Inst., N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 69

Note—Volume I, 325p.; Volume II, 214p.; Volume III, 291p

Available from—Polytechnic Institute of Brooklyn, Graduate Center, Farmingdale, New York 11735

Document Not Available from EDRS.

Descriptors—Biology Instruction, Chemistry Instruction, *Computer Assisted Instruction, *Computer Oriented Programs, Earth Science, Mathematics Instruction, Physics Instruction, *Secondary Education, Social Studies

The material presented in this three-volume manual is a summary of the history and experiences of the Huntington Computer Project, and the purpose of the manual is to assist high school teachers and other educators who wish to explore the uses of computers in high schools. The first volume contains an introductory section which gives the background and general purpose of the project, and sections covering the applications of the project to biology, chemistry, and the earth sciences. Continuing with project applications in specific disciplines, the second volume is composed of a mathematics program, and the third contains sections on physics, social studies, and teacher aids. (SP)

ED 042 348 EM 008 311

Campbell, John P.

Personnel Training and Development.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Jun 70

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Behavior Change, Behavior Theories, Computer Assisted Instruction, Economically Disadvantaged, Industrial Training, *Job Development, Laboratory Training, Learning Theories, *Literature Reviews, Management

Development, *Personnel, Programed Instruction, Research Methodology, Supervisory Training, Systems Concepts, *Training

A comprehensive review of the literature on organizational training and development is undertaken in this report. Developments in learning, motivation, and attitude theory are discussed, with particular attention being paid to the theory and techniques of behavior modification and to General Systems Theory. Computer-assisted instruction and methods for training disadvantaged applicants are discussed. The literature of research and evaluation methodology is noted, along with its lack of innovation. Finally, empirical studies of training and development outcomes are reviewed; most of these studies are concentrated in three areas: laboratory education, programmed instruction, and training the disadvantaged. Research in these three areas has borne fruit, but they are bright spots in an otherwise dismal picture. For example, although management development is a huge enterprise, we know next to nothing about its behavioral effects. The report concludes with a discussion of reasons why the state of the art is what it is and with recommendations for future research and practice. (Author/MF)

ED 042 349 EM 008 336

Television in Instruction: What is Possible.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date 70

Note—24p.

Available from—The National Association of Educational Broadcasters, 1346 Connecticut Avenue, Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Educational Television, *Evaluation Criteria, Instructional Media, *Televized Instruction, Television

The author attempts in this book to reveal what can reasonably be expected from the use of television for instructional purposes. He catalogs the many possible applications of television in instruction. He discusses the criteria for choosing television over another media, concluding that only those applications which reduce the responsibility of classroom teachers should be said to capture the fundamental virtue of the medium. The potential of television in the light of today's educational realities is discussed. He surveys briefly the technical aspects of the medium—production, storage, and transmission—and evaluates the various methods for effectiveness in an educational setting. (JY)

ED 042 350 EM 008 337

Mac Kay, Donald M.

Information, Mechanism and Meaning.

Pub Date 69

Note—196p.

Available from—The MIT Press, Cambridge, Massachusetts 02142 (\$2.95)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Information Theory, Language Research, Linguistics, Semantics, Structural Analysis

The author has collected in this volume his papers and talks over the past 20 years on the subject of information theory. He identifies the underlying thread of his work—the idea that there is a valid analogy between Heisenberg's "Principle of Uncertainty" and certain aspects of information theory. Three of his papers then provide introductory information; the remaining nine deal with symbols, communication, meaning, questions and commands, understanding, information generators, and indeterminacy. At the end of each paper the author provides a postscript, commenting on the paper from the viewpoint of present knowledge. He provides in an appendix an explanatory survey of the terminology of information theory and a paper on structural information content and optical resolution. A list of references and a subject index are also provided. (JY)

ED 042 351 EM 008 339

Linker, Jerry Mac

Designing Instructional Visuals; Theory, Composition, Implementation.

Texas Univ., Austin. Instructional Media Center.

Pub Date 68

Note—46p.

Available from—Instructional Media Center (VIB), The University of Texas at Austin, P.O. Drawer W, University Station, Austin, Texas 78712 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Design, Graphic Arts, Instructional Aids, Teacher Developed Materials

The use of visual media in the classroom contributes to the improvement of teaching and learning. The purpose of this handbook is to present a practical discussion of the principles involved in designing visuals that teach. The author first describes the essentials of communication applied to instructional visuals. He then analyzes the physical characteristics of an instructional visual, noting the psychological consequences of these physical features. He outlines the elements of design—space, line, shape, size, texture, and color—and discusses the use of these elements to produce an effective, communicating visual. In conclusion, he discusses the application of the systems approach to decision-making in the design of visual aids. A bibliography of books, periodicals, and films is appended. (JY)

ED 042 352 EM 008 343

Morse, Philip M., Ed.

Operations Research for Public Systems.

Pub Date 67

Note—212p.

Available from—The MIT Press, Cambridge, Massachusetts 02142 (\$5.00)

Document Not Available from EDRS.

Descriptors—Administration, City Planning, Mathematical Models, *Operations Research, Planning, *Public Policy

Operations research methods, such as system modeling, computer simulation, mathematical programming, and the application of the theory of stochastic processes, could have validity in the field of planning in the public sector. In this volume the use of these methods in the areas of local government, urban planning, traffic control, transportation networks, medical and hospital practice, and the study of crime and criminal justice is described. The mathematical techniques of probabilistic models and mathematical programming are described. A reference list is provided at the end of each chapter and a subject index is provided to the book as a whole. (JY)

ED 042 353 EM 008 344

Prescott, Suzanne

The Impact of Workshops on Practitioners: A Current Evaluation.

American Psychological Association, Washington, D.C.

Pub Date Jun 70

Note—73p.

Available from—Office of Communication Management and Development, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Information Needs, Information Seeking, Institutes (Training Programs), *Mental Health, *Professional Continuing Education, Professional Personnel, Psychologists, *Workshops

For the mental health practitioner to keep abreast of his rapidly changing field requires that adequate, up-to-date information be sufficiently available to meet professional needs. This study attempted to identify the ways in which such information is gathered at workshops. The characteristics of participants in a series of 1969 Post Doctoral Institutes is described—their clinical experience, professional affiliations, and previous experience with material in the areas of their workshops. The formats used in workshops are rated according to importance or utility. The impact of the workshops on the participants is surveyed. Some suggestions are offered for improvements in workshops. Seven workshops are described in capsule form to illustrate the general points made previously. Included in the appendices are lists of workshop participants, samples of information gathering material, a list of suggestions for workshop planners, and a suggested planning sequence. (JY)

ED 042 354 EM 008 345

Hagerly, Nancy K.

Development and Implementation of a Computer-Managed Instruction System in Graduate Training. Technical Report Number 11.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date 30 Jun 70

Note—182p.

EDRS Price MF-\$0.75 HC-\$9.20

Descriptors—*Computer Assisted Instruction, Curriculum Development, *Graduate Study, Program Descriptions, Programed Instruction, Systems Approach

A graduate level course was developed and tested using the techniques of computer-managed instruction (CMI) to teach the techniques of programed instruction. The CMI system included diagnostic testing, remediation, data collection, and record keeping. A study guide, independent of the computer, directed the student to textbooks and other printed materials. A systems approach was used to develop the instructional materials for the course. The instructional logic included a motivational game in which the student bid points on his estimate of how well he could perform on a unit test. Two experimental variables were introduced into a study of the course—student choice of the unit sequence versus computer presented set-sequence and computer-facilitated evaluation of the written product versus instructor evaluation. Appendices present materials described in the paper, such as behavioral objectives, test items, evaluation instruments, bibliography, questionnaires, and program procedures. A glossary and reference list are provided. (JY)

ED 042 355 EM 008 348

Desch, S. H. Stolurow, L. M.

Project TAPS. Progress Report Number 2.

Harvard Univ., Cambridge, Mass. Computer Aided Instruction Lab.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 1 May 70

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Programs, *Medical Education, Program Descriptions

Identifiers—Project TAPS

TRIGEM, a computer-assisted instruction (CAI) course developed as a part of Project TAPS (Teaching Anatomy with Programed Schematics) is designed to teach the anatomy of the maxillary division of the trigeminal nerve. This course is currently operational on the Harvard CAI System which uses an IBM S 360/Model 65 as the central processor, either teletypes or IBM 1050 consoles as the student interface, and CAILAN as the interactive language. The students also use printed visual aids. A pilot study and a second study are described. The studies were designed to compare the effectiveness of two different ways of presenting visual information while the student is learning and the effect of the student's attitude toward CAI on his rate of learning. An abstract of the TRIGEM course is appended. The report is supplemented by data tables. (Author/JY)

ED 042 356 EM 008 350

Simulation for Determining Student Station Requirements and School Space Needs. A Technical Report.

Florida State Univ., Tallahassee. Educational Systems and Planning Center.

Pub Date [70]

Note—29p.

Available from—Educational Systems and Planning Center, Dept. of Educational Administration, Florida State University, Tallahassee, Florida 32306 (\$2.00)

Document Not Available from EDRS.

Descriptors—Design Needs, Facility Utilization Research, Models, *Simulation, Simulators, *Space Utilization

A stochastic simulation model is presented which describes the learning activity in an educational system in terms of pupil flow through student modules and produces a comprehensive picture of utilization during each time period for each activity type. Using this model the decision-maker can choose the optimal configuration of student module patterns on the basis of utilization factors. The simulator can also facilitate decisions for school construction by producing the basic data and flexibility required to accommodate any

educational pattern. This report describes the model in mathematical and diagrammatic terms and tests the model using data from a local high school. (Author/JY)

ED 042 357 95 EM 008 352

Redfield, David D. And Others

CAI Word Rate: Student Ability as Predictors of Achievement. Technical Report Number 2, ISCS.

Florida State Univ., Tallahassee. Dept. of Science Education.

Spons Agency—Florida State Univ., Tallahassee. Dept. of Science Education; National Science Foundation, Washington, D.C.

Pub Date 20 Jul 70

Contract—OEC-2-6-061762-1745

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Achievement Tests, *Computer Assisted Instruction, *Predictive Measurement, Reading Ability, Reading Speed

Identifiers—Intermediate Science Curriculum Study, ISCS, MAT, Metropolitan Achievement Test of Reading

Twenty-seven seventh-grade students participated in a study designed to investigate the student rate of progress through the computer-assisted instruction (CAI) text in relation to ability and achievement. Measures were developed to determine the general reading rate for each individual and to notice any deviation from that rate. It was found that word rate and word rate stability as measures of reading behavior predict science achievement with greater efficiency than the Metropolitan Achievement Test (MAT) for reading. The word rate measure also appears to have more predictive power than latency. Appendices contain statistical data collected by the study and a reference list. (JY)

ED 042 358 EM 008 353

Programmed Instruction: A Brief of Its Development and Current Status. Training Systems and Technology Series: Number 3.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date May 70

Note—57p.

Available from—HC, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-380-346, \$0.55)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Federal Programs, *Programed Instruction, Programed Materials, Trainers, *Training Techniques

A non-technical synthesis of the major developments in programed instruction serves as an introduction to the content of this paper. The paper includes some determination of the extent to which programed materials are being used by Federal agencies and how these uses compare with those found by Bryan and Nagay in an earlier study. The paper concludes with a chapter which gives guidelines to the trainer for the use and selection of programed materials. In appendices it lists programs in use by government training programs and provides background information on the methods of obtaining data for the study. A bibliography is appended. (JY)

ED 042 359 88 EM 008 354

Individualized Media Program and Classroom Teaching (IMPACT).

Watauga County Board of Education, Boone, N.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—ESEA-3; OE-BESE

Pub Date 21 May 70

Note—48p.

Available from—HC, Watauga County Board of Education, P.O. Box 112, Boone, North Carolina

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audiovisual Programs, Classroom Materials, Consultation Programs, *Instructional Improvement, Instructional Media, *Media Specialists

Identifiers—Project IMPACT

Project IMPACT (Individualized Media Program and Classroom Teaching) was designed to provide the classroom teacher with the services

of a media specialist for consultation on methods of improving instruction through the coordinated use of various instructional media. The Project assumed all responsibilities, excluding purchasing, for media-related activities in a North Carolina school system. In this report, the project is evaluated on the basis of questionnaires from students and teachers and on personal talks with principals, teachers, and other administrators in the system. A log book kept by each media consultant served as a record of the year's activities, as did a tally of the number of equipment repairs and projector lamp replacements. The report discusses plans for modifications in the third year of the project and reports on expenditures to date. An appendix contains samples of the questionnaires used to collect data. (JY)

ED 042 360

EM 008 364

Gallagher, Paul D.

An Investigation of Instructional Treatments and Learner Characteristics in a Computer-Managed Instruction Course. Tech Report Number 12.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date 30 Jul 70

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, Evaluation, *Individual Instruction, Instructional Materials, Interaction, *Learning Characteristics, Literature Reviews, Programed Instruction, Programed Texts, Sequential Approach, *Student Developed Materials, Systems Approach

The intent of this investigation was to answer a number of questions in regard to instructional treatments and learner characteristics in a Computer-Managed Instruction (CMI) learning environment. Treatments varied in terms of sequence of tasks and evaluation of instructional materials. Sequencing was either student-selected or computer-assigned while evaluation was conducted by an instructor or by means of a student-computer interaction. Analyses were conducted to identify specific student attitudes, personality characteristics, and background information related to course success. There were no differences among the four instructional treatments on any of the four dependent measures: midterm score, final product score, time to complete the course, and system time. Further analysis indicated that there was a relationship between specific learner characteristics and course success. The students who proved most successful in the course indicated that they liked to be active in the learning situation, admitted to few feelings of anxiety, and expressed positive attitudes toward CMI. A relationship also was found between on-task anxiety state and performance on task quizzes. This investigation is thought to have laid the groundwork for future research in the area of CMI. (Author/MF)

ED 042 361

EM 008 379

Gillmor, Donald M. Barron, Jerome A.

Mass Communication Law; Cases and Comment.

Pub Date 69

Note—853p.

Available from—West Publishing Company, St. Paul, Minnesota 55102 (\$12.50)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Freedom of Speech, Journalism, *Laws, *Mass Media, Publishing Industry

The teaching materials presented in this casebook combine two perspectives: that of the journalist and that of the lawyer. The holdings of the courts on cases involving the First Amendment, libel, pornography, fair trial, free press, and the regulation of radio and television broadcasting are presented. In addition some problems of law and journalism are discussed more briefly—freedom of information, the right of privacy, advertising, copyright, etc. The casebook relies mainly on the words of the judges themselves and provides comments and questions for discussion. Appendices contain the report of the Committee on the Operation of the Jury System on the "Free Press-Free Trial" Issue, the case of Red Lion Broadcasting v. Federal Communications Commission, and selected provisions of the Federal Communications Act of 1934. A subject index is also provided. (JY)

ED 042 362

EM 008 380

McMahan, Marie E.

A Study of the Feasibility of a System of Pre-Service Teacher Education in Media.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date 68

Note—21p.; Paper presented at Annual Meeting of the Dept. of Audio-Visual Instruction, National Education Assn. (Detroit, Mich., April 27-May 1, 1970). Thesis submitted to School of Education, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-16,163, MF \$4.00, HC \$9.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Instructional Media, *Preservice Education, *Teacher Education, Teaching Methods

A proposed systems approach to a preservice program of teacher education in the choice and use of media is described in this report. Relevant literature was reviewed to disclose suggested media competencies, advantages and limitations of various methods of competency development, and proposed steps for designing an instructional system. A pilot study to test these procedures was designed, conducted, and analyzed. The report describes the questions raised in the investigation, the manner in which they were investigated, and the subsequent findings. It presents some questions for further investigation and suggests procedures for use in such an investigation. A bibliography and drawings of proposed models is appended. (JY)

ED 042 363

24

EM 008 418

Stankard, Martin F., Jr.

Optimal Use of a Computer Based Instruction System in an Existing Urban School District. Final Report. (Optimal Student Scheduling for Computer Assisted Instruction).

Pennsylvania Univ., Philadelphia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-087

Pub Date Apr 69

Grant—OEG-08-080087-3731(010)

Note—247p.

EDRS Price MF-\$1.00 HC-\$12.45

Descriptors—*Algorithms, *Computer Assisted Instruction, Models, Predictive Measurement, Programming, *Scheduling, Time Factors (Learning)

Criteria were developed for deciding the fraction of course attendance time that students should spend on a computer-assisted instruction (CAI) course in order to maximize the average final achievement of the class, subject to constraints on the probability of individual student failure and on the available console capacity. The major elements of this scheduling procedure are: (1) a model of student learning that relates student time allocations to expected achievement, (2) an objective function and optimization procedure, and (3) a procedure for forecasting each student's learning characteristics. The most statistically reliable learning model was the familiar learning curve or logistic function. A objective function for the scheduling procedure was formulated by systematically reviewing alternative ways of mathematically combining expected test results. The problem of assigning console time was shown to be a non-linear programming problem. Several efforts to find off-line predictors of on-line student learning were unsuccessful; but an on-line selection aid was designed and evaluated. A case is used to illustrate the scheduling algorithm. A bibliography and a glossary are appended. (Author/JY)

ED 042 364

EM 008 420

Learning Directory 1970-71. A Comprehensive Guide to Instructional Materials in All Media. Volume I, Users Guide, Source Index, Instructional Materials Index A-B; Volume II, Bourq-Dros; Volume III, Dros-Gree; Volume IV, Greg-Mari; Volume V, Mark-Pisc; Volume VI, Pisc-Smel; Volume VII, Smer-Z, 0-9.

Westinghouse Learning Corp., New York, N.Y.

Pub Date 70

Note—Volume I, 928p.; Volume II, 935p.; Volume III, 940p.; Volume IV, 942p.; Volume V, 936p.; Volume VI, 936p.; Volume VII, 1064p.

Available from—Westinghouse Learning Corporation, 100 Park Avenue, New York, N. Y. 10017 (\$90.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Catalogs, Curriculum Planning, *Directories, Information Sources, Instructional Aids, *Instructional Materials, Resource Guides

Over 200,000 distinct items of instructional material are indexed in this seven volume annual directory. They are presented in 600,000 entries under more than 225,000 different topics. Information in the directory is divided into two sections: the instructional materials index and the source index. The instructional materials index is organized alphabetically by the topic of the item and includes information about the audience level, the medium, the price, the source, the title, and the catalog in which the item is described. Materials which might be looked up under several topics are given complete entries under each, eliminating cross-references. The source index provides names, addresses, and telephone numbers for each publisher, producer, or exclusive distributor whose offerings are included in the instructional materials index. Also provided are the full title of each catalog referenced in the instructional materials index and a summary of its contents. Information request cards are bound into each volume to aid in contacting sources for information, catalogs, or samples. The organization of the directory allows the user to create a multi-media package, develop an entire curriculum collection, organize a collection in depth, or assemble a collection for contrast and comparison. (JY)

ED 042 365

24

EM 008 421

Brislin, Patricia B.

Instructional Materials for Training in Computer Usage. Final Report.

INTECH Corp., Wilkes-Barre, Pa.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-0-0026

Pub Date Aug 70

Contract—OEC-0-70-0548

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Computer Science Education, *Course Descriptions, Electronic Data Processing, *Instructional Materials, Programming

The materials and methods described in this report constitute an integrated system which allows a professional educator with a minimum of data processing experience to teach a course in computer technology. The course is divided into three teaching modules—(1) general background and programming, (2) techniques and applications, and (3) advanced applications to individual disciplines. For each instructional unit in a teaching module a unit description is given, the unit's content is outlined, and supplemental material is suggested. Appendices to each module provide a variety of reference lists and source guides to allow the program user to keep abreast of the current technical innovations. A data processing course which used these materials is described and evaluated. (JY)

ED 042 366

40

EM 008 422

Boone, Daniel R. Stech, Ernest L.

The Development of Clinical Skills in Speech Pathology by Audiotape and Videotape Self-Confrontation. Final Report.

Denver Univ., Colo. Speech and Hearing Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-1318

Pub Date 15 Jun 70

Grant—OEG-9-071318-2814

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Comparative Analysis, Evaluation Techniques, *Microteaching, *Phonotape Recordings, Self Concept, Self Evaluation, *Speech Therapists, Speech Therapy, Supervisory Training, *Video Tape Recordings

An initial study with 30 students in clinical speech pathology training found videotape confrontation to be a powerful clinical training technique. This subsequent study, using 20 additional students, was designed to compare the effectiveness of audiotape and videotape, and to ascertain whether videotape self-confrontation (single and double confrontation) increased self-awareness and insights into use of operant methodologies. The study also evaluated a previ-

ously developed therapy analysis matrix as a tool in evaluating audiotape confrontation. The results of the investigation suggest that both audiotape and videotape are effective procedures for training speech therapists, that audiotape confrontation when combined with behavioral scoring is as effective as videotape confrontation in changing verbal behavior, and that the therapy analysis matrix appears to be a useful tool in evaluating the taped therapy sessions. A bibliography is appended, as well as additional material concerning the research methodology. (JY)

ED 042 367 24 EM 008 423

Newton, Rita M. Thomas, Warren H.
Developing a Computer Program for Bus Routing.
Final Report.

State Univ. of New York Research Foundation,
Albany.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-124

Pub Date Jul 70

Grant—OEG-2-9-420128-1062(010)

Note—139p.

EDRS Price MF-\$0.75 HC-\$7.05

Descriptors—*Bus Transportation, *Computer
Programs, *Scheduling, School Buses, Student
Transportation

A computer-based method was developed that can translate available data about schools, students, and bus facilities into a set of bus routes and schedules prior to the start of the school year. Each route can be so designed via the computer model that student riding time and bus capacity constraints are satisfied at the same time that total bus travel (including running empty) and number of routes required to service all the stops are minimized. The mathematical models developed were programmed in FORTRAN IV for use on a CDC 6400 computer and were applied to four schools. An efficient routing system involving six possible bus route origins and 96 stops was developed for one of these schools in 61 seconds using a CDC 6400 computer. A bibliography and program listing are appended. (Author/MF)

ED 042 368 24 EM 008 474

Judd, Wilson A.

The Development of an On-Line Laboratory for
CAI and Behavioral Research (1964-1968).
Technical Report.

Pittsburgh Univ., Pa. Learning Research and
Development Center.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date 69

Note—149p.

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—*Behavioral Science Research,
Computer Assisted Instruction, *Computer
Based Laboratories, *Digital Computers, Display
Panels, Display Systems, Documentation,
Experimental Programs, Laboratory Equip-
ment, Personnel, Programing Languages, Student
Employment, *Time Sharing

Identifiers—ETSS, *Experimental Time Sharing
System, Learning Research and Development
Center, LRDC

Psychologists and educational researchers who may be interested in installing a computer system in a behavioral science laboratory may learn from the experience gained in the development and operation of the Computer Facility at the Learning and Research Development Center of the University of Pittsburgh. Built around a PDP-7 computer, using a system designed much like an early process control system, the Facility in 1969 developed a new time-sharing system, the LRDC Experimental Time-Sharing System (ETSS). The elements of its hardware are explained: main frame, information transmission device control, automatic priority interrupt system, multiplexer, clocks, relays and buffers, PDP-7/PDP-9 interface, input-output devices, subject terminals, and remote terminals. The various aspects of the software are also explained: jobs and job scheduling, master tables, memory management, operator control, input/output device routines, stimulus device control routines, response device control routines, utility programs, and higher-level languages. The physical plant is described and personnel duties listed. A description of 12 experimental control programs is provided. The importance of documentation is emphasized and ap-

pendices illustrate documentation undertaken. Practical advice and references are given. (MF)

FL

ED 042 369 48 FL 000 650

Friedrich, Paul

Semantic Structure and Social Structure; An In-
stance from Russian.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date [64]

Contract—OEC-2-14-012

Note—36p.; In "Explorations in Cultural
Anthropology: Essays in Honor of George
Peter Murdock", ed. by Ward H. Goddenough,
McGraw, Hill Book Co., 1964, p131-166

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Anthropology, Componential Analy-
sis, Cultural Interrelationships, Ethnology, Lan-
guage Patterns, *Russian, Semantics, Slavic
Languages, Social Relations, *Social Structure,
*Sociocultural Patterns, *Sociolinguistics,
*Vocabulary

The cardinal aim of this paper is to demon-
strate interrelationships between patterns of so-
cial behavior and patterns of terminology. The
author postulates that the terminology signifi-
cantly symbolizes behavioral patterns and
proceeds to examine the relationship of Russian
kinship terminology and social structure in the
context of a pre-industrial society. The article ex-
plores the underlying semantic structure in the
terminological field and illustrates how social
structure underlies the behavioral field. A
description of the Russian extended household,
courtship and wedding, a general structure of kin-
ship terminology, and an inventory of affinal
terms are included. (Author/RL)

ED 042 370 FL 001 251

Keating, Raymond F.

A Study of the Effectiveness of Language Labora-
tories. A Preliminary Evaluation in Twenty-One
School Systems of the Metropolitan School
Study Council.

Columbia Univ., New York, N.Y. Inst. of Ad-
ministrative Research.

Pub Date 63

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Educational Research, Equipment
Evaluation, French, *Language Instruction,
Language Laboratories, *Language Laboratory
Use, Language Learning Levels, *Language
Proficiency, Language Research, Listening
Comprehension, Modern Languages, Reading
Comprehension, Research Methodology,
*Secondary Schools, Secondary School Stu-
dents, Speaking, Statistical Data, *Student
Evaluation

This report describes research into the effec-
tiveness of the language laboratory in improving
students' reading, listening and speaking skills in
secondary school language programs. The experi-
ment, involving some 5,000 students in 21 school
districts of the Metropolitan School Study Coun-
cil, was restricted to students of French. Student
achievement of the laboratory and the non-
laboratory groups was based on various examina-
tions: (1) a speech production test, devised for
the experiment and administered to a 10 percent
sample; (2) The Cooperative French Test (Series
Q) measuring reading comprehension skills; and
(3) the Cooperative French Listening Com-
prehension Test (Form B). Experimental design
relies heavily on classification of students by in-
telligence quotient scores. Generalizations drawn
from the results reflect the difficulty of objective
experimentation and the limitation of this study,
referred to in a special section. Statistical data
are included in an appendix. (RL)

ED 042 371 FL 001 366

Kern, Edith

The Television Teacher—How Near, How Far?

Pub Date 59

Note—6p.

Journal Cit—Yale French Studies; v22 p122-127
W-Spr 1959

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Academic Achievement, Academic
Performance, Audiological Methods, Audi-
ovisual Instruction, Educational Experiments,

*Fles, Instructional Media, *Language Instruc-
tion, *Modern Languages, Teaching Methods,
Telecourses, *Televisted Instruction

Critical of the language instruction which stu-
dents receive in elementary and secondary
schools, the author examines the teaching poten-
tial of televised instruction. Foreign language in-
struction in the elementary school is noted to be
particularly weak. Discussion of an experiment
involving some 800 children in 4th and 5th
grades suggests that televised instruction can
yield satisfactory academic results. (RL)

ED 042 372 FL 001 396

Bidwell, Charles E.

An Alternate Phonemic Analysis of Russian.

American Association of Teachers of Slavic and
East European Languages.

Pub Date 62

Note—8p.; Rejoinder by Z. Folejewski and edi-
torial comment included

Journal Cit—Slavic and East European Journal;
v4 n2 p125-132 1962

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—Articulation (Speech), *Conso-
nants, Distinctive Features, Linguistics,
Morphology (Languages), *Morphophonemics,
*Phonemics, Phonetic Analysis, Phonetics,
Phonology, *Russian, Slavic Languages,
*Speech, Vowels

The author presents a proposal for extracting a
component of palatalization in sets of Russian
phonemes and argues that it is co-occurrent, as a
minimum segment, with one consonant phoneme.
Morphophonemic implications concerning the en-
tire phonemic system and variations of analysis
due to this approach are specified. A rejoinder
and an editorial, both critical of attempts at
phonemic reduction in the Russian system, are in-
cluded. (RL)

ED 042 373 FL 001 398

Christian, R.F.

Some Consequences of the Lack of a Definite and
Indefinite Article in Russian.

American Association of Teachers of Slavic and
East European Languages.

Pub Date 61

Note—11p.

Journal Cit—Slavic and East European Journal;
v5 p1-11 1961

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Determiners (Languages), English,
Function Words, Grammar, *Linguistics,
Modern Languages, Morphology (Languages),
*Russian, Semantics, Semiotics, Slavic Lan-
guages, *Structural Linguistics, *Translation

This paper demonstrates the means which Rus-
sian has to render English where the use of arti-
cles is required. The author concentrates on the
function of the pronoun, preposition, and adverb
which modify the Russian sentence. Numerous
examples of English phrases and statements are
provided in the target language. (RL)

ED 042 374 FL 001 399

Benson, Morton

English Loanwords in Russian.

American Association of Teachers of Slavic and
East European Languages.

Pub Date 59

Note—20p.

Journal Cit—Slavic and East European Journal;
v3 (New Series) p248-267 1959

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—Cultural Interrelationships, Culture
Contact, *Etymology, Language Classification,
*Language Research, Lexicology, Linguistics,
Modern Languages, *Russian, Slavic Lan-
guages, Sociocultural Patterns, *Sociolin-
guistics, Surveys, *Vocabulary

This introductory survey describes the English
contribution to the vocabulary of modern Rus-
sian. The author presents an analysis of English
loanwords based on the etymologies of Vasmer
and Lexin, by subject classification (amusements,
clothing, economics, food, nautical terminology,
and technology). Separate commentary on sport-
ing terms, where English influence has been the
strongest, precedes an extensive analysis of
phonetic and phonemic patterning in four major
types of loanword borrowing. (RL)

ED 042 375 FL 001 400

Walker, Claire

Do Our Students Speak?

American Association of Teachers of Slavic and East European Languages.

Pub Date 63

Note—7p.

Journal Cit—Slavic and East European Journal; v7 n2 p172-178 1963

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—College Curriculum, *College Language Programs, College Students, Educational Objectives, Instructional Materials, *Language Instruction, Language Skills, Modern Languages, *Motivation, Reading Materials, *Reading Material Selection, *Russian, Secondary Schools, Slavic Languages, Speaking, Speech Skills, Student Interests, Student Motivation, Vocabulary

The author ranks speaking as the first priority and major educational objective in the study of Russian. It is felt that inadequate training in the oral skills in high school leads to an increased mortality rate in college programs. To combat this, general remarks on teaching techniques which would encourage students to continue their study of the language are offered. Particularly criticized are instructional reading materials which discourage students because of their linguistic complexity. To alleviate this problem, it is suggested that geography and grammar be studied in favor of literature. (RL)

ED 042 376 FL 001 461

Manning, Clarence A.
English Tenses and Slavic Aspects.

Ukrainian Free Academy of Sciences.

Spons Agency—Ukrainian National Association of America, Inc., Jersey City, N. J.

Pub Date 59

Note—39p.

Journal Cit—Slavistica; n34 pl-40 1959

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Cyrillic Alphabet, *English, *Form Classes (Languages), Language Classification, Language Patterns, Languages, Sentence Structure, Slavic Languages, *Structural Analysis, Synchronic Linguistics, Translation, *Ukrainian, *Verbs

Differences between the English and Ukrainian verbal forms, meaning, and usage are studied in this booklet. While the author illustrates significant distinctions in basic forms, sentences, and in paragraph structure, he concludes that the most important differences between both systems are of a psychological nature. Examples are cited, often using the Cyrillic script. Complete poems are included, with commentary and analysis. (RL)

ED 042 377 FL 001 808

Bidwell, Charles E.

The Structure of Russian in Outline.

Pub Date 69

Note—124p.

Available from—University of Pittsburgh Press, Pittsburgh, Pennsylvania 15213 (\$9.95)

Document Not Available from EDRS.

Descriptors—Case (Grammar), Descriptive Linguistics, Form Classes (Languages), *Grammar, *Language Instruction, Language Research, Linguistic Patterns, Modern Languages, Morphology (Languages), Morphophonemics, Phonemics, Phonetics, *Russian, Sentence Structure, Slavic Languages, *Structural Analysis, Surface Structure, *Synchronic Linguistics, Syntax

This grammar presents a comprehensive, structural treatment of Russian. Intended primarily for students of Russian and Slavistics as a textbook or manual for use in a course on Russian linguistic structure, it also serves as a reference grammar based on the principles of structural linguistics. The three major sections consider the sound system, the form system, and sentence structure. Latin characters are used in the frequent morphophonemic references. Several tables are included. (RL)

ED 042 378 FL 001 842

Lipton, Gladys Mirsky, Jerome G.

Spanish for Elementary Schools: A Program and Teaching Guide.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development; New York State Univ. System, Albany.

Pub Date 70

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Articulation (Program), Elementary Education, *Fles, Fles Programs, Fles Teachers, Language Guides, *Language Instruction, Language Programs, Lesson Plans, *Modern Languages, *Program Development, *Program Guides, Second Language Learning, Teacher Qualifications

This program and teaching guide describes the nature of foreign language instruction in the elementary school (FLES). Chapters include discussion of: (1) program development and organization; (2) the FLES teacher; (3) methods, motivation, and instructional materials; (4) culture; (5) program evaluation; (6) outline of recommended structures; and (7) sample lesson plans. The MLA qualifications for FLES teachers, an extensive checklist for program review, and a section on special training opportunities for FLES teachers are included in the appendixes. For the companion document, "French for Elementary Schools," see ED 010 729. (RL)

ED 042 379 FL 001 882

Chastain, Kenneth

Behavioristic and Cognitive Approaches in Programmed Instruction.

Pub Date [Apr 70]

Note—13p.; Paper presented at the 23rd University of Kentucky Foreign Language Conference, Seminar on Programmed Learning, April 23-25, 1970, Lexington, Kentucky

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Behavioral Objectives, Behavior Development, *Behavior Theories, *Cognitive Development, Conditioned Response, Conditioned Stimulus, Habit Formation, *Language Instruction, Linguistic Competence, Modern Languages, *Programed Instruction, Stimulus Behavior, Teaching Methods, Verbal Learning, *Verbal Operant Conditioning

Implications of the behaviorist and cognitive theories in language instruction are discussed in this article. Some contributions of Skinner, Politzer, Valette, Morton, Lane, and Mueller and Niedzielski clarify the behaviorists' view of language as a myriad of conditioned responses. In turn, the cognitive viewpoint, seen as the acquisition and storage of knowledge, is examined in terms of the theory of Ausubel, Spolsky, Chomsky, Ohmann, Miller, McNeill, Markie, and Tieman. Concluding remarks suggest ways in which to combine elements of both theories in language teaching methodology. (RL)

ED 042 380 FL 001 883

Ornstein, Jacob

Once More: Programmed Instruction in the Language Field: The State of the Art.

Pub Date Apr 70

Note—10p.; Paper presented at the 23rd University of Kentucky Foreign Language Conference, Seminar on Programmed Learning, April 23-25, 1970, Lexington, Kentucky

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Autoinstructional Aids, Branching, Computer Oriented Programs, *Evaluation, Feedback, Instructional Materials, *Language Instruction, Modern Languages, Multimedia Instruction, *Programed Instruction, Programing, *Sequential Programs, *Teaching Machines, Teaching Methods

This paper reviews the historical development of programed instruction from the works of S.L. Pressey and B.F. Skinner to the concept of program-assisted instruction. A categorical listing of both the limitations and the capabilities of programed instruction is included. (RL)

ED 042 381 FL 001 886

Moolj, A.L.A.

L'enseignement de la littérature et ses problèmes (The Teaching of Literature and Its Problems).

Federation International des Professeurs de Langues Vivantes.

Pub Date Dec 67

Note—6p.

Journal Cit—Contact; n10 p12-17 Dec 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Cultural Awareness, Cultural Interrelationships, Humanities, Instructional Program Divisions, *Language Instruction, Literature, *Literature Appreciation, *Modern Languages, Political Socialization, Psychological Needs, Social Adjustment, Social Attitudes, Social Change, *Social Development, Social Influences, Social Problems, Social Structure

Problems inherent in the teaching of literature in Europe are articulated in this article. A review of Sartre's views, in an early essay, on the place of literature in society leads into a discussion of social structure, anthropology, and politics. The concept of literature as an art form, the problems of psychological identity and maturity, and the notion of the humanities are examined. The author argues for required study of literature in the schools despite the difficulties encountered. (RL)

ED 042 382 FL 001 888

Michalski, John

News Media as a Source of German Culture in the Classroom.

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Cultural Education, Cultural Enrichment, Films, *German, Instructional Program Divisions, *Language Instruction, *Mass Media, Modern Languages, Newspapers, Radio, *Student Motivation, Television

This article comments on the use of radio, television, films, newspaper, and other printed materials to supplement existing programs and textbooks. Specific references to television networks and newspapers illustrate the type of cultural material suggested for classroom use. (RL)

ED 042 383 FL 001 889

Chadbourne, Richard M. Geary, Edward J.

A Program of French Studies: A Guide for the College Student.

American Association of Teachers of French.

Pub Date Dec 61

Note—32p.; Reprint from The French Review v35 n2 p221-251 Dec 1961

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Bibliographies, College Majors, Cultural Education, *French, French Literature, Graduate Study, *Language Instruction, *Liberal Arts Majors, Linguistics, Literature, Modern Languages, *Program Content, Romance Languages, *Second Language Learning, Undergraduate Study, Units of Study (Subject Fields)

This pamphlet informs the college student of the nature of French studies as a language major. Key sections include: (1) Why major in French?, (2) French and the study of language, (3) aspects of French culture, (4) French and the study of literature, (5) graduate and undergraduate study of French, and (6) French in the liberal arts program. A selected, topical bibliography pertaining to each of these sections is included. (RL)

ED 042 384 FL 001 905

Chaplin, Marjorie W.

Classical Humanities for High School Students.

Pub Date [26 Jun 70]

Note—10p.; Speech given at the Classical Institute, June 26-27, 1970, State University College at Buffalo, New York

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Classical Literature, Comparative Analysis, Drama, Educational Strategies, *Humanism, Humanities, Interdisciplinary Approach, *Language Instruction, *Latin, Literary Analysis, Literature, Literature Appreciation, Philosophy, *Secondary Schools, Seminars, Teaching Methods

Several creative classroom activities related to literary studies are discussed in this article. The plays of Plautus, Aeschylus, Sophocles, Euripides, Shakespeare, Giraudoux, O'Neill, Anouilh, T. S. Eliot, and Goethe are read as the basis for comparative studies. The author discusses the problem of reading Latin plays in translation and comments on student plays and interdisciplinary projects. A seminar planned around the character of Socrates is examined. (RL)

ED 042 385 FL 001 907

Hoge, Henry W.

The Status of Portuguese Language Study and Portuguese Teaching Resources.

Wisconsin Univ., Milwaukee. Language and Area Center for Latin America.

Pub Date Dec 65

Note—16p.; Adapted from an article published in The Linguistic Reporter, v7 n2 p1-2 Apr 1965

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Annotated Bibliographies, Cultural Education, Curriculum Development, Dictionaries, *Educational Needs, Educational Problems, Educational Research, *Instructional

Materials, Instructional Programs, *Language Instruction, *Luso Brazilian Culture, *Portuguese, Reading Materials, Reference Materials, Romance Languages, Second Language Learning, Textbooks, Undergraduate Study, Universities

The need to expand Luso-Brazilian linguistic and cultural competency through instruction at the university level is described in this article. Some 20 specialists of Portuguese studies identify major problems facing the educational community. A second section presents a selective list of traditional and linguistically-oriented reference and teaching materials including: (1) basic texts, (2) graded reading materials, (3) edited texts, (4) conversation manuals, (5) foreign language basic texts, (6) dictionaries, and (7) current research and development programs. (RL)

ED 042 386 FL 001 911

Michalski, John

The Goals and Objectives Approach to Writing Course Outlines in Foreign Languages.

Hawaiian Language Teachers Association, Honolulu.

Pub Date Jan 70

Note—7p.

Journal Cit—The Hawaii Language Teacher; v11 n1 p16-22 Jan 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Community Colleges, *Course Content, Course Descriptions, *Course Objectives, Curriculum Guides, Educational Objectives, *German, *Language Instruction, Lesson Plans, Master Plans, *Modern Languages, Planning, Program Development

This article examines the nature of course outlines and the means of attaining a more explicit and comprehensive elaboration of course objectives. A course outline format is suggested, listing 11 items of information. Two German courses are outlined in detail in five major areas. They include: (1) phonology, (2) morphology, (3) syntax, (4) vocabulary, and (5) culture. (RL)

ED 042 387 FL 001 912

[Philip, Sister Marie, Ed. And Others]

Enquetes sur les transformations économiques et sociales de la France: Rapports des groupes d'études. Travaux pratiques de civilisation, Rennes-1968 (Investigations of Economic and Social Change in France: Reports of Study Groups. Applied Studies in Civilization, Rennes-1968).

Saint Catherine Coll., St. Paul, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—134p; Report of an NDEA Institute for Advanced Study

EDRS Price MF-\$0.75 HC-\$6.80

Descriptors—Cross Cultural Studies, Culture Education, Cultural Environment, Cultural Contact, Eating Habits, Family Relationship, *French, Institutes (Training Programs), National Programs, *Research Projects, *Social Characteristics, Social Differences, Social Values, *Sociocultural Patterns, *Socioeconomic Background

Identifiers—France

Investigations into the sociocultural pattern of life in Rennes, France, are presented in this study. Topics include: (1) the modern family in Rennes, (2) the university generation, (3) social growth and expansion, (4) life in the Maurepas quarter, (5) cultural development, (6) shops and shopkeepers, (7) French eating habits, (8) rural living, and (9) the aristocracy of Brittany. The group studies are the result of projects completed in a civilization course by participants in a National Defense Education Act institute. (RL)

ED 042 388 FL 001 913

Hope, Lucien W., Ed.

The Student in the International Scene. Abstracts [of the] International Education Year Conference.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date May 70

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—*Abstracts, *College Students, *Conference Reports, Conferences, Ethnic Groups, Foreign Countries, Foreign Culture, Foreign Relations, Foreign Student Advisers, *International Education, International Or-

ganizations, Speeches, *Student Exchange Programs, Student Personnel Services, Student Personnel Work, Student Personnel Workers

This booklet serves as an annual conference report for the National Association for Foreign Student Affairs. Some 58 abstracts of articles, papers, and addresses are presented. Author and title indexes are included. (RL)

ED 042 389 FL 001 914

Papalia, Anthony

The Department Head: A Survey of Duties and Responsibilities.

Pub Date [70]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Administrative Personnel, *Administrator Qualifications, *Administrator Responsibility, *Administrator Role, *Department Directors (School), Educational Administration, Educational Improvement, *Language Instruction, Modern Languages, Professional Training, Questionnaires, Released Time, Scheduling, School Surveys, Secondary Schools, Surveys, Units of Study (Subject Fields)

This study surveys 107 foreign language departments in secondary schools in western New York and identifies duties and practices of those responsible for the departmental leadership. The report also determines the amount of released time granted to perform departmental duties. The educational preparation and work experience of supervisory staff are reviewed. Responses to 92 questions used in the survey are tabulated. (RL)

ED 042 390 FL 001 915

Bicknese, Gunther

Juniors in Germany: Effects and Opinions. An Experimental Evaluation Through Student Polls.

Note—111p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Cultural Awareness, *Cultural Exchange, *German, *Language Instruction, Program Evaluation, Second Language Learning, Social Integration, Social Values, Sociocultural Patterns, Student Adjustment, Student Attitudes, Student Behavior, Student Exchange Programs, Student Opinion, *Study Abroad, *Undergraduate Study

Identifiers—*Germany

This report is based on three separate evaluation surveys. The first compares students' attitudes and opinions before and after the junior year abroad in several areas: (1) attitude toward Germany; (2) integration patterns; (3) religion; (4) politics; (5) the use of tobacco and alcohol, and sexual morality; (6) culture; (7) comparison of university systems and students; and (8) fraternities. Another more subjective program evaluation poll includes: (1) program effects on the individual, (2) organizational aspects of the Marburg program, (3) travel and its impact, (4) health and diet, and (5) academic aspects of the program. An extensive follow-up survey examines the problem of readjustment to the American culture. [Not available in hard copy due to marginal legibility of original document.] (RL)

ED 042 391 FL 001 918

Strasheim, Lorraine A.

Teaching the Latin Student to Translate. ERIC Focus Reports on the Teaching of Foreign Languages, Number 17.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date 70

Note—16p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N. Y. 10011 (\$25)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Classical Languages, Classical Literature, Grammar Translation Method, *Language Instruction, Language Skills, *Latin, Linguistics, Literature, Methodology, Phonetics, Reading Comprehension, *Reading Instruction, Second Language Learning, Structural Analysis, Structural Grammar, *Teaching Techniques, Traditional Grammar, *Translation, Vocabulary

An examination of the goals of Latin teaching leads the author to conclude that its primary objective is the development of the ability to read extant Latin authors. A brief review of past designs for teaching meaning leads to a discussion of phonetic, lexical, structural, and cultural meaning. Teaching techniques to help develop a mastery of the Latin sound system are included. Frequent examples illustrating an approach called "metaphrasing" focus on how both lexical and structural meaning is demonstrated to the student. (RL)

ED 042 392 FL 001 922

[Bockman, John F., Comp.]

Reference and Research Materials for Language Teachers: First Supplement.

Tucson Public Schools, Ariz.

Pub Date Aug 70

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Bibliographic Citations, *Bibliographies, Educational Development, Information Retrieval, *Language Instruction, Language Programs, Languages, Library Reference Services, *Modern Languages, *Reference Materials, Research Reviews (Publications), *Secondary Schools

This 216-item bibliography supplement provides language teachers with a listing of materials drawn from journals, newspapers, books, and the Educational Resources Information Center (ERIC). Accession numbers of the ERIC entries are included. For the principal bibliography see ED 037 142. (RL)

ED 042 393 FL 001 9

Principles and Policies for Foreign Languages in Oregon Elementary Schools.

Oregon State Dept. of Education, Salem.

Pub Date 61

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Audiolingual Methods, Elementary Education, Elementary Schools, *Fles, Fles Materials, Fles Programs, Fles Teachers, *Language Instruction, Language Programs, Modern Languages, *Program Guides, *Program Planning, Second Language Learning, Teacher Education

This pamphlet outlines the educational philosophy behind foreign language instruction in the elementary school (FLES) and organizational procedures for the establishment of such programs. Major sections explain: (1) the nature of FLES, (2) program planning, (3) student eligibility, (4) teacher preparation, and (5) program articulation. A chart of a model 10-year FLES program is included. (RL)

ED 042 394 FL 001 925

MacLean, Hugh A.

What Classics Have to Offer in the Seventies.

Pub Date [27 Jun 70]

Note—10p; Speech presented at the Classical Institute, State University College at Buffalo, New York, June 27, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Classical Languages, *Enrollment Trends, *Language Instruction, *Latin, Latin Literature, *Relevance (Education), *Student Motivation, Student Needs, Teaching Methods

The waning interest in classical studies, particularly affecting Latin language study, in Canada is pointed out and probed for the underlying reasons. The main weaknesses contributing to the declining enrollment figures are seen to be an outdated teaching methodology, an overemphasis on grammar, and failure to interest students in the ideas and ideals of the classics prior to language study. The author suggests a strategy to integrate the study of the closed social system of classical antiquity with more current sociological studies, thereby making Latin relevant to the student. (RL)

ED 042 395 FL 001 926

International Exchange-1969. A Report of the Bureau of Educational and Cultural Affairs, Department of State.

Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Report No.—Pub-8533

Pub Date Jun 70

Note—33p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (GPO-1970-0-385-806, \$35)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Charts, Cultural Activities, *Cultural Exchange, Educational Finance, *Exchange Programs, Federal Aid, Financial Policy, Foreign Relations, *International Education, *International Programs, *Program Descriptions, Student Exchange Programs, Tables (Data)

Description of the U. S. Educational and Cultural Exchange Program concentrates on the extensive work performed by cooperating private organizations. Several classified lists of organizations are included. Nine tables include: (1) exchanges with each country, 1949-69; (2) fields of specialization by category of grantee; (3) distribution of grantees in the United States; (4) total participants in the program; (5) women grantees as compared to total exchanges; (6) sources of funds, fiscal years 1968 and 1969; (7) countries which share costs of exchange; (8) total funds obligated, fiscal years 1965-69; and (9) expenditures by country, fiscal year 1969. An appendix contains a list of performing arts groups and athletic teams sent abroad in 1969. (RL)

ED 042 396 FL 001 935

Beanblossom, Gary F.

Some Correlates of Success in University Level Foreign Language Courses.

Washington Univ., Seattle. Bureau of Testing.

Report No.—P-0269-119b

Pub Date Jun 70

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Academic Aptitude, *Achievement Tests, *Aptitude Tests, Evaluation, Failure Factors, French, German, *Language Instruction, *Modern Languages, Performance, Performance Factors, Spanish, Success Factors, Tables (Data), Test Interpretation, Test Results, *Undergraduate Study

This paper focuses on the effects of pre-college aptitude and high school achievement variables on university foreign language success at various undergraduate course levels in French, German, and Spanish. The objective is twofold: (1) to compare statistically contributions of different types of aptitude and achievement variables to grade point average (G.P.A.) attainment within specific course levels; and (2) to determine whether success in language courses stressing oral-aural methods is a product of the same set of factors associated with success in language courses emphasizing reading, grammar, and writing skills. The study, involving some 1,400 students in 13 course groups, discusses methods and results, and presents six tables of statistical information. (Author/RL)

ED 042 397 FL 001 936

Beanblossom, Gary F.

Student Evaluation of Foreign Language Placement.

Washington Univ., Seattle. Bureau of Testing.

Report No.—P-0269-119d

Pub Date Jun 70

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Advanced Placement, College Placement, Counseling, French, German, *Language Instruction, *Language Learning Levels, Language Programs, *Modern Languages, Placement, *Questionnaires, Spanish, Student Needs, *Student Placement, Tables (Data)

The degree of satisfaction or dissatisfaction with placement of some 1,300 students in modern language courses at the University of Washington, Seattle, is ascertained at the conclusion of a semester's study. Discussion of the means used for placement in five freshman and sophomore language courses is contrasted with results of a questionnaire requiring students to judge whether placement had been either too low, too high, or satisfactory. Tables are included. (RL)

ED 042 398 FL 001 937

Beanblossom, Gary F.

The Effects of Various Types of Delays on College Foreign Language Achievement.

Washington Univ., Seattle. Bureau of Testing.

Report No.—P-0269-119c

Pub Date Jun 70

Note—1 p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Academic Achievement, Achievement Rating, Articulation (Program), Class Average, French, German, Grade Point

Average, Grades (Scholastic), *Language Instruction, *Modern Languages, Spanish, Student Evaluation, *Success Factors, Tables (Data), *Undergraduate Study

Language history profiles of 2,367 students receiving grades in freshman and sophomore level foreign language courses in French, German, and Spanish at the University of Washington during the autumn quarter of 1968 were identified and compared. The language history profiles were categorized by types of delays and interruptions experienced by students as they progressed from high school to college language studies. Discussion of types of delays, courses, distribution of groups by language, hypothesis and method, and results are included. Differences in grade point average (G.P.A.) between four groups for each of 16 language courses are presented in three tables. (Author/RL)

HE

ED 042 399 24 **HE 001 355**

WICHE Management Information Systems Program. Higher Education Facilities Planning and Management Manuals Project. (SAM-Space Analysis Manuals Project) Project Description. American Association of Collegiate Registrars and Admissions Officers; Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-8-0708

Pub Date Nov 69

Grant—OEG-0-9-150167-4534

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Administrative Personnel, *Facilities, *Higher Education, Information Systems, *Management Systems, *Manuals, *Planning, Program Planning

Identifiers—*Space Analysis Manuals Project (SAM)

This report describes the basic objectives, assumptions, orientation and development of the Space Analysis Manuals Project. The main objective is to write and distribute a series of annuals describing methods and procedures for use by college and university personnel in planning and managing college and university facilities. One of the basic assumptions is that the primary audience will be composed of administrative personnel and faculty at new and/or small institutions who are not specialists in facilities planning and management. The material presented in the manuals will include, first, measures of present capacity, and, second, program planning and analysis, including detailed and generalized planning and analysis. The manuals will be oriented to the evaluation and management of existing facilities within the framework of present and future program requirements of an institution. A structural diagram of the project is also presented. The appendices give: (1) projections of program characteristics, including academic programs, academic support programs, administration, student services, and physical plant; (2) space management analysis and the projections of facilities requirements for instruction, research laboratories, offices, study, housing and dining, general use, physical education and athletics, and general support; (3) factor relationships in building space programming; and (4) the project schedule. (AF)

ED 042 400 **HE 001 617**

Dressel, Paul L. De Lisle, Frances H.

Educational Specialist Programs in Higher Education.

Michigan State Univ., East Lansing. Office of Institutional Research.

Pub Date Mar 70

Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80

Descriptors—Administrative Personnel, Degrees (Titles), *Educational Administration, Educational Programs, *Graduate Study, *Higher Education, *Specialist in Education Degrees, Specialists, *Teacher Education

Identifiers—*Sixth Year Degree Programs

This study is concerned both with the examination of current policies and practices relating to sixth year educational specialist programs and with clarifications of interrelationships to other degrees and programs. Chapter 1 discusses the factors contributing to the development of sixth year graduate programs. Chapter 2 presents the rationale and organization of the study. Chapter 3 reports the characteristics of the educational specialists programs, program planning principles and program comparisons. Chapter 4 compares the program patterns of 137 professional specializations and 12 intermediate degrees with the educational specialist program pattern. Chapter 5 presents brief summaries of educational specialist programs in different institutions to illustrate the variety of program offerings. Chapter 6 concludes with the current dimensions, program variables, strengths and inconsistencies, with some recommendations for educational specialist program evaluation and reform. The epilogue describes the reactions and recommendations of the researchers. Appendix 1 discusses some of the difficulties imposed by the sources used (graduate school catalogs and bulletins). Appendix 2 contains the tables. (AF)

ED 042 401 **HE 001 621**

Report of the Association of American Medical Colleges Task Force to the Inter-Association Committee on Expanding Educational Opportunities in Medicine for Blacks and Other Minority Students.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date 22 Apr 70

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Disadvantaged Groups, Financial Needs, Financial Support, *Higher Education, *Medical Schools, *Medical Students, *Minority Groups, Physicians, Recruitment, Retention

This report identifies the major efforts which will be necessary to increase the representation of minorities in the medical profession on a nationwide basis. Part I, the introduction, highlights the gross underrepresentation of minority group members in the medical profession, and indicates the major emphases of the report, which are: (1) retention of students in the educational pathway leading to the medical profession; (2) financial assistance programs for medical students; and (3) recruitment of students into the educational pathway. Part II presents conclusions and recommendations concerning: (1) overall student financial problems in higher education; (2) short-term financing of minority medical students; (3) long-term financing of medical students; (4) establishment of regional opportunity centers to provide information about career opportunities for minority students in the health professions; and (5) expansion of the AAMC Office for minority student affairs. Part III presents estimates of the minority applicant pool, ways of increasing minority student enrollment, and an analysis of the problems in the retention and recruitment of students. Tables and references are included. (AF)

ED 042 402 **HE 001 622**

Chickering, Arthur W. McCormick, John

Personality Development and the College Experience.

Project on Student Development in Small Colleges, Plainfield, Vt.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Changing Attitudes, *College Environment, College Students, *Higher Education, Institutional Environment, Institutional Role, *Personality Development, *Student Attitudes, Student Characteristics

Part I of this report describes results of studies concerning "net change" of personality from analyses pooling students from all the 13 colleges participating in the Project on Student Development and from analyses pooling all students retested within each college. The findings indicated that: (1) changes occurred in most of the areas measured by the Omnibus Personality Inventory; (2) the directions and amount of net change were similar for both men and women,

and for the diverse groups of entering freshmen; (3) the directions and amount of change were also similar at all the Project colleges despite the dramatic differences among them; and (4) changes in particular attitudes, beliefs and behaviors were common to many of the different types of students at the different colleges. Part II describes results from studies of change in selected subgroups of students and studies of relationships between changes among students and institutional characteristics. The findings indicated that similar students attending different colleges reflected different patterns of change; and changes among the sub-groups were systematically related to institutional differences in college climate or emphasis. (AF)

ED 042 403 HE 001 623

Chickering, Arthur W.
Civil Liberties and the Experience of College.
Project on Student Development in Small Colleges, Plainfield, Vt.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [70]
Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Changing Attitudes, *Civil Liberties, *College Environment, College Students, *Higher Education, Institutional Environment, Institutional Role, Political Attitudes, *Student Attitudes, *Student Characteristics

This report describes the results of a series of studies examining changing beliefs concerning civil liberties among students attending several small colleges which differed dramatically in student characteristics, institutional goals, climate, teaching practices, and student-faculty relationships. The findings indicated that: (1) there was a net change toward increased liberalism, but that change was greater for men, and varied in magnitude from college to college; (2) moderate conservatives tended to become more liberal; and (3) moderate liberals most frequently became more conservative, though at some colleges they became more liberal. Institutional characteristics that were positively associated with increasing liberalism were: (1) the proportion of peers holding liberal beliefs; (2) study motivated by interests, concerns, or anticipated future activities; (3) student-faculty contact; and (4) student demonstrations concerning administrative policies or non-college issues. Institutional characteristics negatively associated with such change were: (1) the proportion of peers holding conservative beliefs; (2) college and student emphasis on professional-vocational preparation and propriety; (3) teaching practices that employ lecturing in class and memorizing for class preparation; and (4) study motivated by finishing a requirement or getting a good grade. (AF)

ED 042 404 HE 001 624

Chickering, Arthur W.
Cultural Sophistication and the College Experience.
Project on Student Development in Small Colleges, Plainfield, Vt.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [70]
Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Art, *Changing Attitudes, *College Environment, College Students, Culture, *Higher Education, Institutional Environment, *Intellectual Development, Literature, Music, *Student Interests

This report describes 3 studies that attempted to determine the impact of college on cultural sophistication. The studies focused on items relating to student's interest in and liking for poetry, fiction, serious or classical music, and modern art. These items were completed first by entering freshmen in September 1965 at the 7 colleges that participate in the Project on Student Development in Small Colleges, and again in the spring of 1967 by those students enrolled. The studies examined: (1) net change for all entering re-tested students; (2) change for re-tested students who responded "moderately" at entrance; and (3) relationship between change in the "moderate" category and institutional characteristics. Some of the major findings were that: (1) small net changes toward increased cultural sophistication occur for some students at some

colleges, but not at other colleges; (2) among students who "moderately" enjoy poetry, fiction, classical music, and modern art at entrance, enjoyment increases quite consistently for women, but frequently decreases for men; (3) differences in college climates, student characteristics and peer relationships, educational practices, and student-faculty contacts are associated with changes in cultural sophistication; (4) changes do not seem to be associated with extracurricular participation in drama, music, art, broadcasting, journalism and literary activities. (AF)

ED 042 405 HE 001 626

Okorodudu, Corann
The Development and Evaluation of Undergraduate and Graduate Research Curricula; Section III, Part IIa: Instrument Development.
American Educational Research Association, Washington, D.C.
Pub Date Mar 70

Note—7p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Educational Research, *Education Majors, *Higher Education, *Measurement Instruments, Measurement Techniques, Questionnaires, *Research, Student Attitudes
Identifiers—Omnibus Questionnaire, *Research Orientation Index

The undergraduate research-development program aims to increase students' orientation and commitment toward future research-development training and professional engagement. This paper focuses upon the instrument development training and professional engagement. This paper focuses upon the instrument development efforts in this area. Two new instruments were constructed: the Research Orientation Index (ROI) and an Omnibus Questionnaire to be used on a pretest-post test basis. The ROI was constructed according to Likert's method of summated ratings; subjects were asked to place themselves on a 5-point continuum, ranging from strongly agree to strongly disagree. A pretest draft of a 82-item scale was administered to 204 selected education students. Their responses were submitted to a preliminary analysis, to a correlational analysis, and to a second analysis on the basis of which 25 items with the highest discriminations were selected. The Omnibus Questionnaire attempted to obtain information on biographical data; attitudes about existing undergraduate education programs at the Ohio State University, and attitudes toward research in terms of educational and occupational aspirations. (AF)

ED 042 406 HE 001 627

Rubin, Stephen
Evaluation of an Anonymous Feedback System in College Classes.
American Educational Research Association, Washington, D.C.
Pub Date Mar 70

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Academic Achievement, *Academic Performance, *College Instruction, College Students, *Effective Teaching, *Feedback, Grades (Scholastic), *Higher Education
Identifiers—*Anonymous Feedback System

This report describes the results of a series of studies that attempted to measure the effect of an electric feedback system on student performance. The first study, using two different sections of the same course taught by the same instructor, tried to determine how often students spontaneously admit confusion and ask the instructor for clarification. The results indicated that the students rarely did so, fearful of appearing stupid in front of the class. There also seemed to be little relationship between amount or type of participation and student achievement. It was hypothesized that if students could admit their confusion anonymously, these admissions would permit an instructor to make his presentation to the class more effectively. To examine the effect of such a system, four additional studies were conducted, each of which examined another use or aspect of the Anonymous Feedback System, an electronic student response system. Though students at times profited from the system, no general state-

ment could be made concerning either the benefits or negative effects of the system. (AF)

ED 042 407 HE 001 630

Comprehensive Development Plan of the State University System of Florida, 1969-1980; CODE, Phase I.

Florida State Board of Regents, Tallahassee.

Pub Date Dec 69

Note—160p.

EDRS Price MF-\$0.75 HC-\$8.10

Descriptors—*Coordination, *Educational Planning, *Higher Education, Interinstitutional Cooperation, *Master Plans, *Planning, Program Development, Program Planning, State Programs

Identifiers—*Florida

This document outlines a plan (CODE) for the comprehensive development of the Florida State University System. Part I discusses the nature and purpose of CODE, earlier planning efforts, the Board of Regents, and the Office of the Chancellor. Part 2 presents the basic components of CODE, the objectives and educational goals, PPBS, and the planning and management information system. Part 3 discusses the System. Part 4 presents a discussion and tables of the college-age population, enrollment trends, and projected enrollments. Admissions to all levels is discussed in Part 5. Part 6 defines the needs for academic programs, and Part 7 the criteria for adding academic programs. Part 8 discusses present and projected academic programs by subject area; Part 9, interinstitutional coordination and cooperation; Part 10, continuing education; Part 11, future expansion of the System; Part 12, articulation between the System and the Division of Community Colleges; Part 13, interaction of the System with private colleges and universities; Part 14, perspectives on the financing of higher education; Part 15, 1980 projected operating needs; Part 16, space needs and capital outlay from 1968 to 1980; and Part 17, campus and physical planning. (AF)

ED 042 408 HE 001 639

Goldsstein, Kenneth M. Tilker, Harvey A.
A Review of Grading System Practices in the Higher Education Institutions of New York State.

City Univ. of New York, N.Y. Richmond Coll.

Spons Agency—New York State Education

Dept., Albany.

Pub Date Jun 69

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Attitudes, *Grading, Graduate Study, *Higher Education, *Pass Fail Grading, Professional Education, *Student Attitudes, Undergraduate Study

Identifiers—*New York

Part I of this report presents a survey of grading practices used by higher education institutions in New York. After reviewing current bulletins or catalogues of all the institutions, questionnaires were mailed to 226 requesting information on prior grading practices and on any recent changes in these practices. Results, based on an 80% response, are given of the basic grading practices and the use of the pass/fail grading options for (1) public, private, seminary, and parochial programs; (2) undergraduate 2- and 4-year programs; and (3) graduate and professional programs. In the first 2 categories, the overwhelming majority used grading systems with 5 points or more. The majority of graduate programs used a system of 4 points or less, while the majority of the professional programs used grading systems of 5 points or more. Part II presents a bibliography of articles relating to grading practices. Part III presents a case study of attitudes toward 3-point and 5-point grading at Richmond College. The results of a questionnaire distributed to undergraduates, graduates, and faculty indicated a general preference for the 3-point grading system, with strongest support coming from graduate students. Participating institutions, the surveys and questionnaires are included in the appendix. (AF)

ED 042 409 HE 001 649

The Governance of Southern Methodist University.

Southern Methodist Univ., Dallas, Tex.

Pub Date 8 May 70

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Administrator Role, *Decision Making, Faculty, *Governance, *Higher Education, Planning, Responsibility, *Student Participation, *University Administration
Identifiers—*Southern Methodist University

This proposal for a new plan of governance is based on the assumption that to advance the educational aims of SMU, the 3 major constituencies—students, faculty, and administrators—must participate in the decision-making process. Part I of the report outlines the procedures and policies each of the University's schools must follow, and discusses the governance of the University College and the School of Continuing Education. Part II, III, and IV discuss the role and responsibilities in governance of, respectively, the administration, general faculty, and general student body. Part V outlines the areas where there is to be shared governance: the Planning and Priorities Cabinet, Advisory Board to the President; Advisory Board to the Provost; the University Assembly; the Advisory Board to the Dean of Students; the Judiciary; and the Publishing Board. Functions and membership of the Boards are discussed individually. Parts VI-X make recommendations on: consultation on the selection of the University President; the right and responsibility to speak by resolution; the provision for high visibility of decision making; consultation by the President; and interpretation of the governance plan and possible new functions. (AF)

ED 042 410 HE 001 672

The Annual Report on the Economic Status of the Profession, 1969-70. Rising Costs and the Public Institutions. Committee Z.

American Association of Univ. Professors, Washington, D.C.

Pub Date Apr 70

Note—127p.; Presented at the 56th annual meeting of the American Association of University Professors, Los Angeles, California, April 24-25, 1970

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—*College Faculty, *Educational Finance, *Faculty, Financial Needs, Financial Problems, *Higher Education, *Salaries, State Colleges, State Universities

This report discusses the general state of faculty compensations, and considers in some detail the prospects and special financial problems of the nation's public institutions. The discussion centers on: (1) the decline in the rate of increase in compensation; (2) the effects of inflation on ranks and types of institution, with special emphasis on public colleges and universities; (3) sources of funds for public higher education; (4) rising enrollments and costs of public higher education; and (5) long-term prospects in view of cutbacks by state and city governments. The rest of the report is devoted to tables with data on average and minimum compensation scales, lists of institutions and how they pay and rate in terms of compensation, average dollar and percentage increases in average compensation, weighted average compensation by rank, type of institution, and type of control. The appendix contains tables indicating: (1) index grades of compensation; (2) grades of average compensation and numbers of faculty by rank 1969-70; (3) average compensation for full-time faculty; (4) average salary for full-time faculty; (5) full-time faculty compensation per student equivalent; and (6) number of full-time faculty members of individual institutions with professional rank. (AF)

ED 042 411 HE 001 677

The Open University. Prospectus 1971.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date Nov 69

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Admission Criteria, Adult Education, *Catalogs, *Correspondence Schools, *Correspondence Study, Courses, Degrees (Titles), *Foreign Countries, *Higher Education, Interdisciplinary Approach

Identifiers—England, *Open University

This is the first prospectus of the Open University which will begin operating in January 1971. University governance, policy, and philosophy are discussed in the introduction. The remainder of the prospectus is devoted to: (1) degrees and diplomas offered by the University; (2) the undergraduate program; (3) a syllabus of foundation courses; (4) application requirements and

procedures for admission as an undergraduate; (5) studying at the University, including home study and correspondence and broadcast elements; (the Open University is generally geared to adult students who either work or are occupied at home); (6) the postgraduate program; (7) fees; and (8) a list of University officers and staff. The appendices include: (1) calendars for 1970 and 1971; (2) regions, regional offices, and study centers; (3) a provisional list of summer schools in 1971; (4) regulations governing the award of the BA degree; (5) regulations governing the award of higher degrees for advanced study and research; and (6) regulations governing the award of higher doctorates. (AF)

ED 042 412 HE 001 679

Stender, Bruce W.

Present Status and Future Direction of Florida Independent Higher Education. A Report to the Select Council on Post-High-School Education.

Florida Select Council on Post High School Education, Tallahassee.

Pub Date Jun 69

Note—179p.

EDRS Price MF-\$0.75 HC-\$9.05

Descriptors—Curriculum, *Enrollment, Faculty, *Financial Problems, *Higher Education, Instruction, *Planning, *Private Colleges

Identifiers—*Florida

The purpose of this study was to investigate and clarify the present status and future direction of independent higher education in Florida, and to present recommendations that may help strengthen this sector of Florida higher education. The report examines: (1) student enrollment; (2) curriculum and degrees granted, the faculty, their degrees, load, salaries, and employment conditions, and instruction including the use of different types of media, libraries, and approaches to innovation and evaluation; (3) the cooperative efforts among the independent colleges and between the public and private institutions; (4) the public image of these institutions and their efforts to create the "right" impression; (5) the extent and depth of the master planning effort concerning physical facilities; and (6) the financial stability or plight of the private institutions, including a summary of the opinions of these institutions' presidents, fiscal officers, and board chairmen on the financial problems. The last section of the report presents the views of the institutions' presidents and board chairmen on the future of independent higher education in general, and their institutions in particular. The appendices include: a financial report; the study participants; the curriculum study; and the interview schedule. (AF)

ED 042 413 HE 001 681

Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus.

California Univ., Berkeley.

Pub Date 19 May 70

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Academic Rank (Professional), Doctoral Degrees, *Females, Graduate Students, Graduate Study, *Higher Education, *Social Discrimination, *Women Professors, Womens Education

Identifiers—*California University Berkeley

This report concludes that the University—consciously or not—is practicing discrimination against women as evidenced by the scarcity of women holding academic appointments. The report starts with a series of recommendations to alleviate this situation and a background discussion of the recommendations; the bulk is devoted to 15 appendices dealing with different aspects of the status of academic women. The appendices include: (1) a study of the effect of the nepotism rule on women; (2) percentage of women at different academic levels; (3) employment rates of women of different academic levels; (4) number of men and women on active faculty at different ranks and in selected departments through the years; (5) comparative rates of attrition and promotion of men and women, 1920-70; (6) an examination of the insurance system; (7) membership on committees of the Academic Senate; (8) admission to the graduate division; (9) financial support of graduate students; (10) total number of degrees awarded to women by year and field; (11) relative "success" of women in obtaining degrees; (12) award of doctorates in distinguished departments; (13) number of years

to obtain doctorates; (14) survey of graduate women students regarding difficulties encountered and suggestions for change; and (15) the status of women in research units. (AF)

ED 042 414 HE 001 683

Compendium of Selected Characteristics of the Kentucky State-Supported Institutions of Higher Education, 1960-1969.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date [70]

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Academic Performance, *College Freshmen, *Degrees (Titles), *Enrollment, Financial Needs, *Higher Education, *Statistical Data

Identifiers—*Kentucky

This report contains statistical information on Kentucky public institutions of higher education and includes data on: (1) enrollment and general fund appropriations 1959-60 through 1969-70 by institution and in toto; (2) total resident and non-resident student enrollment, and resident and non-resident enrollment by institution and by classification; (3) freshmen matriculation in toto and by institution; (4) Fall 1969 freshmen admission in toto and by institution; (5) academic deficiency and the freshmen class of 1968; (6) financial aid applications received from full-time freshmen at the six state-supported institutions in Fall 1969; (7) degrees earned, 1960-1969, in toto and by institution; (8) degree programs offered at the six state-supported institutions and the University of Louisville; and (9) capital construction, 1960-1970. (AF)

ED 042 415 HE 001 684

Altbach, Philip G.

Higher Education in Developing Countries: A Select Bibliography.

Harvard Univ., Cambridge, Mass. Center for International Affairs.

Report No.—Occas-papers-in-internat-aff-24

Pub Date Apr 70

Note—119p.

Available from—Center for international affairs, Harvard University, 6 Divinity Avenue, Cambridge Massachusetts 02138 (\$3.75)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Developing Nations, *Higher Education, *Research, Research Needs

The introductory notes that precede this bibliography of higher education in developing countries discuss: (1) the role and importance of higher education in developing countries; (2) the problems facing higher education in these countries; (3) the nature of the researchers and their research on higher education in these countries; and (4) some of the areas that need researching—linguistic media and higher education, the nature of the academic enterprise, the academic man, the university and society, academic planning, university reform, student problems and activism, and cross-cultural and comparative studies of higher education. The bibliography is organized by regions and countries, and includes as much of the available literature as possible. (AF)

ED 042 416 HE 001 687

A Plan for the Improvement of Teaching in State System Institutions, 1969-1971. Progress Report I.

Oregon State System of Higher Education, Portland. Office of Academic Affairs.

Pub Date 21 May 68

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—*College Faculty, Curriculum Development, Educational Improvement, *Effective Teaching, Faculty Evaluation, Faculty Promotion, *Higher Education, *Instructional Improvement, Teacher Improvement, *Teaching

Identifiers—*Oregon

Before presenting the plan for the improvement of teaching in the colleges and universities of Oregon's state system, this report reviews: (1) the administrative structure of the state's institutions of higher learning, including the role and function of the president and other academic officers and some aspects of the physiology of the institutions' administration, such as the formal and informal organization and the importance of the teachers' role in academic administration; (2) faculty

groupings, responsibility, and attitudes; (3) student heterogeneity, demands, participation in governance, role in planning, and evaluation of instruction; (4) factors essential to the improvement of instruction in the institutions, such as the need for basic curricular evaluation, improving the quality of service among teaching assistants, special awards for meritorious teaching, and giving greater responsibility for learning to the student; and (5) some approaches to the improvement of instruction. Suggestions are included for: an institutional plan for curricular and instructional improvement which contains provisions for reviewing curricular and course structure, recognizing teaching performance and "teaching improvement" programs etc., and for committing personal and institutional resources. (AF)

ED 042 417 HE 001 689

Financial Problems of Massachusetts Private Higher Education. Report of the Select Committee for the Study of Financial Problems of Private Institutions of Higher Education in the Commonwealth of Massachusetts.

Massachusetts Select Committee for the Study of Financial Problems of Private Institutions of Higher Education, Boston.

Pub Date Jan 70

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Educational Finance, *Financial Needs, *Financial Problems, Financial Support, *Higher Education, *Private Colleges, Private Schools, *State Aid

Identifiers—*Massachusetts

The purposes of this study were to: (1) examine the present financial status and problems facing private institutions of higher education in Massachusetts; (2) make projections of expected income and expenditures over the next 12 years, including the relation of these expenditures to program development; and (3) recommend ways of meeting the needs identified in the study. Chapter 1 summarizes the contribution of private institutions, and describes their current financial position and problems. Chapter 2 makes projections of probable trends in institutional revenues and expenditures and concludes that possible deficits for private institutions could reach \$140 million by 1980-81. Chapter 3 explains why existing external sources of revenue will not be able to satisfy future financial demands and describes what steps the institutions might be forced to take and how these steps could weaken higher education in the state. The study recommends that the state provide direct financial support to its private institutions in the form of grants based on the number of degrees awarded to Massachusetts residents; and increase the funding of the General Scholarship Program well above the level now planned. The study methodology and a breakdown of projection results are included in the appendix. (AF)

ED 042 418 HE 001 691

Central Administration. Interim Report.

Duke Univ., Durham, N.C.

Pub Date 30 Mar 70

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Administration, *Administrative Organization, Administrative Personnel, *Governance, *Higher Education, *Organizational Change, *University Administration

Identifiers—*Duke University
Because the configuration of the central administration of Duke University has recently been modified, this report was prepared: (1) to describe the changes and rearrangements thus far introduced; (2) to propose desirable clarifications not yet provided; (3) to recommend certain additional changes where these may already appear to be needed; and (4) to recommend certain propositions of general application to the conduct of central administration. Chapter I examines the administrative structure: the office of the chief executive, academic affairs, student affairs, and other areas of central administration. Chapter II is devoted to some general considerations of administration: the selection of administrative officials, terms of administrative service, informal accounting, and long-range planning. The conclusions and a summary of the recommendations are given in Chapter III. The appendices include: (1) organizational charts; (2) an address to the Yale Political Union by Kingman Brewster; and (3) Commission correspondence proposing a separate

review commission on nonacademic employee relations. (AF)

ED 042 419 HE 001 692

Educational Opportunity Bank.

President's Science Advisory Committee, Washington, D.C.

Pub Date Aug 67

Note—24p.; A Report of the Panel on Educational Innovation to the U.S. Commissioner of Education, the Director of the National Science Foundation, and the Special Assistant to the President for Science and Technology

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (*0.15)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—College Students, *Educational Finance, Educational Opportunities, *Federal Programs, Financial Needs, *Financial Support, *Higher Education, *Student Loan Programs

Identifiers—*Educational Opportunity Bank

This report presents a proposal for the establishment of the Educational Opportunity Bank as an agency of the Federal Government, authorized to borrow money at going government rates, and to lend money to postsecondary students regardless of the student's resources. The Bank is to recoup the loans through annual payments collected in conjunction with the borrower's future income tax. Its objectives are to increase: (1) the total financial resources available for undergraduate education; (2) the freedom of individual institutions to set their own priorities; (3) the viability of private institutions of higher learning; (4) the number of students from low-income families attending college; (5) the probability of good matching of students from low- and middle-income families with institutions suited to their needs; (6) the extent to which students can take responsibility for their own education. The Bank aims to reduce demands by middle-income parents that expenditures on their children's higher education be made tax deductible, and the disparities in opportunity between rich and poor states. Possible disadvantages and alternatives to the Bank are discussed, as well as problems that will require further study. Financial calculations concerning the operation of the Bank are given in the appendix. (AF)

ED 042 420 HE 001 705

Centra, John A.

Black Students at Predominantly White Colleges:

A Research Description.

Educational Testing Service, Berkeley, Calif.; Educational Testing Service, Princeton, N.J.

Report No.—RDR 69-70-2

Pub Date Mar 70

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Curricular Activities, College Environment, *College Students, Graduate Study, *Higher Education, Negroes, *Negro Students, *Student Attitudes, *Student Characteristics, Student Interests

The purpose of this report was to determine how background characteristics, activities, goals, and perceptions of black students at predominantly white colleges differed from their white counterparts. Findings were used from several sources, especially the "Questionnaire on Student and College Characteristics" (OSCC), as a basis for identifying the similarities and differences of a sample group of 249 black students at 83 traditionally white institutions and a matched group of white students, and they were related to other research evidence. Findings indicated that there were more similarities than would have been predictable. Black and white students were involved equally in over half of 25 extracurricular activities; they rated 8 possible goals in attending college similarly, with slightly fewer than half of both groups ranking the intellectual-academic goal first; and both groups perceived the general features of the college environment in the same way, though the "racial" environment was viewed quite differently. Black and white students differed in background characteristics; black students came from lower socioeconomic backgrounds and consequently had to rely on scholarship or part-time work as sources of financial support. A higher proportion of black students (82% vs. 74% of the white students) planned to attend graduate or professional school. (AF)

ED 042 421

HE 001 709

Harms, Herman Edward

The Concept of In Loco Parentis in Higher Education.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Jun 70

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*College Students, Court Cases, *Court Litigation, *Discipline Policy, *Higher Education, Institutional Role, *Student College Relationship

Identifiers—Due Process, *In Loco Parentis

Institutions of higher education have long stood in loco parentis to their students. This concept is now widely challenged. This paper examines the evolution of the concept and discusses 29 court cases, beginning with a case heard in a Maine court in 1847. The evidence indicates that the future of the concept is unpredictable. Procedural due process is becoming more popular, but the reasons are becoming more diverse; reasonableness itself is no longer sufficient cause, but due process has taken on other meanings—e.g., "fair play," "arbitrary," "shock the conscience," "freedom of speech," etc. Recent evidence from court cases shows that, though there has been some turning away from the concept, a semantic change in definition may be evolving. There appears to be a recognition of the inherent right of educational institutions to control students. Sometimes this is termed the implied power to enforce reasonable regulations. The concept of in loco parentis seems to be enduring, and even with the provisions for due process, there is no strong indication that due process will be substituted entirely. (AF)

ED 042 422

HE 001 711

ROTC Programs at State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.

Report No.—AASCU-1970-2

Pub Date 70

Note—32p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Administrative Policy, Attitudes, Enrollment, *Higher Education, *Military Training, *Officer Personnel, *State Colleges, *State Universities, Surveys

Identifiers—*Reserve Officer Training Corps

In the fall of 1969, AASU and the Association of American Universities (AAU) distributed questionnaires to member institutions on the status of the Reserve Officer Training Corps (ROTC) programs. The questionnaires were designed to elicit information on ROTC enrollment, officer production, instruction, policies and administration, and an indication of changes under consideration or recently adopted. The findings of the AASU survey include some comparisons with the AAU institutions and national trends. Some of the major findings were: (1) ROTC is a subject of "major" concern at more than half the institutions responding; (2) campus attitudes toward ROTC was generally described as favorable at schools in the South, more often as apathetic at schools in other regions; (3) enrollment decreased by 34.6% at institutions having ROTC programs from 1966-67 to 1969-70, with the greatest decrease occurring in voluntary programs; (4) more than half the responding institutions had made changes in their ROTC programs and policies in recent years, and nearly 40% were currently reassessing their programs; and (5) all institutions but one granted credit for ROTC participation. (AF)

ED 042 423

HE 001 712

Summary Report for Educational Opportunities Program 1968-69, 1969-70.

Iowa Univ., Iowa City.

Pub Date 13 Feb 70

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Disadvantaged Youth, Economically Disadvantaged, *Educational Opportunities, Financial Support, *Higher Education, Recruitment, *Special Programs, Special Services, *Students

Identifiers—*Iowa University

The Educational Opportunities Program (EOP) at the University of Iowa was established in April 1968, and has as its purpose the recruitment and provision of financial support and academic assistance to students from educationally and economically disadvantaged backgrounds. The program was established by President Howard R. Bowen during a memorial convocation speech honoring Martin Luther King. Excerpts from this speech are followed by excerpts from the report of the University Human Rights Committee upon which much of the implementation of the EOP was based. They include: (1) the necessity for the program; (2) recruitment of students; (3) need for special academic assistance; (4) need for special environmental assistance; and (5) need for financial assistance. A brief note deals with recruitment of Negro graduate students. The rest of the report describes the program: its purposes and objectives; goals; recruitment of students in high school and their high school backgrounds; identification of transfer and graduate students; financial support provided; and supporting services which include continuing orientation, counseling assistants; academic and tutorial assistance. The report concludes with a summary of high school records and retention of EOP students. (AF)

ED 042 424 HE 001 713
The New York College Proficiency Examination Program.

State Univ. of New York, Albany. State Educational Dept.
Pub Date [70]
Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—*College Credits, *Credits, *Equivalency Tests, *Higher Education, *Tests
Identifiers—*New York College Proficiency Examination Program

The New York College Proficiency Examination (CPE) Program was established in an effort to open educational opportunities of the State to individuals who had acquired college-level knowledge in ways other than regular classroom attendance. This report discusses the program: who can take the exams, credit allowances, grades required, requirements for various certificates, etc. Several study aids are suggested: reading lists, study guides, correspondence courses, television courses, and adult education courses; and a list is given of special adult degree programs. The bulk of the report is devoted to a description of the examinations in the various subjects and their content requirements. A summary of college and university policies regarding the granting of CPE credit concludes the report. (AF)

ED 042 425 HE 001 718
Bayer, Alan E.

College and University Faculty: A Statistical Description. A Report on a Collaborative Survey by The Carnegie Commission on the Future of Higher Education and The American Council on Education.

American Council on Education, Washington, D.C. Office of Research; Carnegie Commission on the Future of Higher Education, Berkeley, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
Report No—ACE-RR-Vol-5-NO-5
Pub Date Jun 70

Note—46p.

Available from—Publications Division, American Council on Education, Washington, D. C. 20036 (\$3.00)

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Activism, *Attitudes, Background, *College Faculty, *Faculty, *Higher Education, *Individual Characteristics, Political Attitudes, Teacher Background

This report contains statistical information on: (1) demographic and background characteristics of American college and university faculty, by sex, 1969; (2) professional background and academic activity, by sex, 1969; (3) attitudes of college faculty toward education, faculty, and the profession, by sex, 1969; (4) faculty political preferences and attitudes toward major social issues, by sex, 1969, and (5) faculty protest participation and attitudes on campus activism, by sex, 1969. The data were gathered from questionnaires sent to 100,315 faculty members at 303

colleges and universities; 60,028 or 59.8 percent responded. The sampling design and the weighting of the data are described, and the sample and institutional weights used from the data are presented in the first table. The faculty questionnaire, a list of institutions represented by faculty respondents, and the letter of request to the American Council on Education representative for faculty rosters are included in the appendix. (AF)

ED 042 426 HE 001 746
Quality and Equality: Revised Recommendations—New Levels of Federal Responsibility for Higher Education. A Supplement to the 1968 Special Report by the Carnegie Commission on Higher Education.

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Pub Date Jun 70
Note—37p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$1.00, which includes the Commission's full report on federal responsibility for higher education)

Document Not Available from EDRS.

Descriptors—*Educational Finance, *Federal Aid, *Federal Programs, Financial Needs, *Financial Support, Grants, *Higher Education, Special Programs, Student Loan Programs

This report must be considered in conjunction with the earlier report (ED 024 349). Changes or new recommendations are suggested in the following areas. Higher education priorities for the 70s must include equality of educational opportunity, education for health services, and academic reform. Grants and payments should be made to needy students in the form of educational opportunity grants, supplementary matching grants, federal scholarship grants to institutions and work-study programs. A national student loan program should be established. Aid should be awarded to the most able graduate students. Counseling and talent search programs would increase the effectiveness of post-secondary education. Veterans benefits and other national services should be continued. Aid to institutions should be awarded through cost-of-education supplements, construction grants and loans, special purpose grants and funding of university-based research. A National Foundation for the Development of Higher Education should be formed. There should be clear federal responsibility for higher education and a cabinet-level officer for education. The report also projects future funding needs to 1979-80. (AF)

ED 042 427 24 HE 001 757
Minter, John, Ed. Lawrence, Ben, Ed.

Management Information Systems: Their Development and Use in the Administration of Higher Education.

American Council on Education, Washington, D.C.; Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development; National Science Foundation, Washington, D.C.

Bureau No—BR-8-0708

Pub Date Oct 69

Note—113p.; Papers from the Seminar on the Advanced State-of-the-Art (The Sterling Institute, Washington, D.C., April 24-26, 1969)

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P., Boulder, Colorado 80302 (\$3.50)

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—*Administration, Data Analysis, *Higher Education, *Information Systems, *Management Systems, Planning, *Systems Analysis, University Administration

The purpose of the seminar, which brought together users and developers of analytical models and associated management information systems, was to explore in depth the problems and possibilities of such systems for higher education institutions, and to review the current "state-of-the-art." The papers in this report are: "Evaluating the Performance and Effectiveness of University Management Information Systems," by George Baughman; "The Data Base Approach to a Management Information System," by John Gwynn; "Data Management and Interrelated Data Systems for Higher Education," by John F. Chaney; "A System Model for Management,

Planning, and Resource Allocation," by Herman E. Loenig; "Systems Analysis for Efficient Resource Allocation in Higher Education: A Report on the Development and Implementation of CAMPUS Techniques," by Richard W. Judy; "The Implementation of CAMPUS Simulation Models for University Planning," by Jack B. Levine; "The Use of Production Functions to Evaluate Educational Technology," by Lewis J. Perl; "Higher Education Objectives: Measures of Performance and Effectiveness," by John Keller; and "Advanced Applied Management Information Systems in Higher Education: Three Case Studies," by Leo L. Kornfeld. Institutions that have made significant progress in the development of operational data systems are listed in the appendix. A selected, general, and related bibliography conclude the report. (AF)

ED 042 428 24 HE 001 758
Huff, Robert A.

Focus on MIS. A Report on the WICHE-ACE Higher Education Management Information Systems Seminar, Washington, D.C., April 24-26, 1969.

American Council on Education, Washington, D.C.; Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-8-0708

Pub Date Oct 69

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Administration, Data Analysis, *Higher Education, *Information Systems, *Management Systems, Planning, Problems, *Systems Analysis, University Administration
Identifiers—*Management Information Systems

This report includes a brief profile of the seminar and a series of comments by the participants. The profile reviews some of the major points that came up during the seminar: a summary of what is known or almost known about Management Information Systems (MIS); some of the core concepts which provide the basis for MIS research, development, and implementation, the need for adaptable MIS and for constant updating of the system; the issue of cost justification; the problem of the communication gap between MIS developers and users; the need for recognition that MIS is a means not an end; the problem of measuring output in educational institutions; and the personnel problem. The comments of the participants reflect these issues and others, including: Analysis and Decision Making, The Human Side of MIS Implementation, Federal Interest in MIS and Planning Models, MIS Adoption and the Educational Environment, The Role of Training Programs in MIS Development, Some Cautions for MIS Development and Implementation, and Social Problems Associated with Measuring Educational Outputs. (AF)

ED 042 429 24 HE 001 759
Thomas, Charles R.

Data Element Dictionary: Course. A Technical Report Concerning Course Related Data Elements in the WICHE Management Information Systems Program. First Edition.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No—Tech-R-11

Bureau No—BR-8-0708

Pub Date May 70

Contract—OEC-0-8-980708-4533 (010)

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Courses, Data, *Data Bases, Data Collection, Dictionaries, *Higher Education, *Information Systems, *Management Systems, Systems Analysis

Identifiers—*Management Information Systems Program

This document is one of the 5 sections of the Data Element Dictionary developed as part of the WICHE Management Information Systems (MIS) Program. The elements in this section apply to both the current and historical data concerning courses. The purpose of the WICHE MIS Program is to make it possible to derive data which

will be truly comparable for interinstitutional comparisons, while allowing institutional autonomy in such matters as coding and file structure. One of the major purposes of this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. The criteria for inclusion of data elements are: (1) necessary for completion of the Higher Education General Information Survey (HEGIS); (2) likely to be needed for cost exchange procedures, the Student Flow Model, and the Resource Requirements Prediction Model; (3) necessary to link operational files together for the derivation of information; and (4) basic to institutional record keeping. The 4 categories of course-related elements are: course identifiers, course attributes, section attributes. To define each data element, the Dictionary provides a number, title, description, and comments needed for further clarification. After review of this edition, a second is planned. (AF)

ED 042 430 24 HE 001 760

Thomas, Charles R.

Data Element Dictionary: Staff. A Technical Report Concerning Staff Related Data Elements in the WICHE Management Information Systems Program. First Edition.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—Tech-R-8
Bureau No.—BR-8-0708
Pub Date Apr 70
Contract—OEC-0-8-980708-4533 (010)
Note—35p.
EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Data, *Data Bases, Data Collection, Dictionaries, *Faculty, *Higher Education, Information Systems, *Instructional Staff, *Management Systems

Identifiers—*Management Information Systems Program

This document is one of the 5 sections of the Data Element Dictionary developed as part of the WICHE Management Information Systems (MIS) Program. The elements in this section apply to both the current and historical data concerning staff. The purpose of the WICHE MIS Program is to make it possible to derive data which will be truly comparable for interinstitutional comparisons, while allowing institutional autonomy in such matters as coding and file structure. One of the major purposes of this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. The criteria for inclusion of data elements are: (1) necessary for completion of the Higher Education General Information Survey (HEGIS); (2) likely to be needed for the Student Flow Model, cost exchange procedures, and the Resource Requirements Prediction Model; (3) necessary to link operational files together for the derivation of information; and (4) basic to institutional record keeping. The 4 categories of staff-related elements are: demographic data, training and professional data, employment data, and activity data. To define each data element, the Dictionary provides a number, title, description, and comments needed for further clarification. The anticipated utility of each element is indicated. After review of this edition, a second is planned. (AF)

ED 042 431 24 HE 001 761

Thomas, Charles R.

Data Element Dictionary: Students. A Technical Report Concerning Student Related Data Elements in the WICHE Management Information Systems Program. First Edition.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—Tech-R-7
Bureau No.—BR-8-0708
Pub Date Apr 70
Contract—OEC-0-8-980708-4533 (010)
Note—45p.
EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Data, *Data Bases, Data Collection, Dictionaries, *Higher Education, *Information

Systems, *Management Systems, *Student Characteristics

Identifiers—*Management Information Systems

This document is one of 5 sections of the Data Element Dictionary developed as part of the WICHE Management Information Systems (MIS) Program. The elements in this section apply to both the current and historical data concerning students. The purpose of the WICHE MIS Program is to make it possible to derive data which will be truly comparable for interinstitutional comparisons, while allowing institutional autonomy in such matters as coding and file structure. One of the major purposes of this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. The criteria for inclusion of data elements are: (1) necessary for completion of Higher Education General Information Survey (HEGIS); (2) likely to be needed for the Student Flow Model, cost exchange procedures and the Resource Requirements Prediction Model; (3) necessary to link operational files together for the derivation of information; and (4) basic to institutional record keeping. The categories of student related elements are: personal and demographic data, academic summary data—previous institution, academic summary data—current institution, and detailed course enrollment data. To define each element, the Dictionary provides a number, title, description, and comments needed for further clarification. The anticipated utility of each element is indicated. After review of this edition, a second is planned. (AF)

ED 042 432 24 HE 001 762

Thomas, Charles R.

Data Element Dictionary: Facilities. A Technical Report Concerning Facilities Related Data Elements in the WICHE Management Information Systems Program. First Edition.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—Tech-R-9
Bureau No.—BR-8-0708
Pub Date Apr 70
Contract—OEC-0-8-980708-4533 (010)
Note—30p.
EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Data, *Data Bases, Data Collection, Dictionaries, *Facilities, *Higher Education, *Information Systems, *Management Systems

Identifiers—*Management Information Systems

This document is one of the 5 sections of the Data Element Dictionary developed as part of the WICHE Management Information Systems (MIS) Program. The elements in this section apply to both the current and historical data concerning facilities. The purpose of the WICHE MIS Program is to make it possible to derive data which will be truly comparable for interinstitutional comparisons, while allowing institutional autonomy in such matters as coding and file structure. One of the major purposes of this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. The criteria for inclusion of data elements are: (1) necessary for completion of Higher Education General Information Survey (HEGIS); (2) likely to be needed for the Student Flow Model, cost exchange procedures, and the Resource Requirements Prediction Model; (3) necessary to link operational files together for the derivation of information; and (4) basic to institutional record keeping. The categories of facilities-related elements are: facility elements and room elements. To define each element the Dictionary provides: a number, title, description, and comments needed for further clarification. The anticipated utility of each element is indicated. After review of this edition, a second is planned. (AF)

ED 042 433 24 HE 001 763

Thomas, Charles R.

Data Element Dictionary: Finance. A Technical Report Concerning Finance Related Data Elements in the WICHE Management Information Systems Program. First Edition.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—Tech-R-12
Bureau No.—BR-8-0708
Pub Date May 70
Contract—OEC-0-8-980708-4533 (010)
Note—21p.
EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Data, *Data Bases, Data Collection, Dictionaries, *Educational Finance, *Higher Education, Information Systems, *Management Systems

Identifiers—*Management Information Systems

This document is one of the 5 sections of the Data Element Dictionary developed as part of the WICHE Management Information Systems (MIS) Program. The elements in this section apply to both the current and historical data concerning finance. The purpose of the WICHE MIS Program is to make it possible to derive data which will be truly comparable for interinstitutional comparisons, while allowing institutional autonomy in such matters as coding and file structure. One of the major purposes of this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. The criteria for inclusion of data elements are: (1) necessary for completion of Higher Education General Information Survey (HEGIS); (2) likely to be needed for the Student Flow Model, cost exchange procedures, and the Resource Requirements Prediction Model; (3) necessary to link operational files together for the derivation of information; and (4) basic to institutional record keeping. The data elements are: (1) fund group; (2) source of funds; (3) organizational unit; (4) account number; (5) program identification; (6) functional classification; (7) object classification; and (8) dollar amount. A number, title, description, and comments define each data element. In addition, the anticipated utility of each element is indicated. After review of this edition, a second is planned. (AF)

ED 042 434 24 HE 001 764

Altman, Robert A.

A Study of the Establishment of Upper Division Colleges in the United States. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-8-B-073
Pub Date Jun 69
Grant—OEG-0-8-080073-3675(010)
Note—66p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Colleges, *Educational Needs, *Educational Planning, *Higher Education, *Planning

Identifiers—*Upper Division Institutions

The purposes of this study were to: (1) document the reasons for the establishment of upper division institutions in the US; (2) identify the thread, if any, which ties the experience of one institution to another; and (3) examine the lessons which can be learned from the early decisions to abolish the first two years of college and to suggest possible applications to existing upper division institutions. This report discusses the historical background of upper division institutions, the experience of some of the early institutions, and the history and experiences of these institutions in the 1950s in Michigan and Florida, and in the 1960s in Michigan, Florida, New York and Pennsylvania. The basic findings were that most new upper division institutions were established less on the basis of existing problems and needs than on either perceived problems and needs (that might reflect the real needs) or on needs of specific interest groups which were often unrelated to those of the local students. In addition, planning rarely attempted to analyze the ways in which this organizational form would meet perceived needs. [Not available in hard copy due to marginal legibility of original document.] (AF)

ED 042 435 24 HE 001 794

Deegan, William L. Mortimer, Kenneth P.
Faculty in Governance at the University of Minnesota.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No—BR-5-0248

Pub Date 70

Contract—OEC-6-10-106

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—College Faculty, Decision Making, Educational Policy, *Faculty, *Governance, *Higher Education, *Participation, Policy Formation, *Teacher Administrator Relationship, Teacher Attitudes

Identifiers—*Minnesota University

This is 1 of 3 related case studies of faculty in college and university government. The purpose was to investigate: the formal mechanisms and the informal practices of faculty participation in governance; the emergence of oligarchies and the relationships of these "ruling" groups to faculty constituencies and administrative agencies; and formal and informal methods of liaison between faculty and administration. In particular, an effort was made to investigate: (1) faculty participation in developing and implementing policies and procedures concerning faculty personnel, budget, curriculum, and educational policy; (2) the structure and operation of the faculty senate; and (3) the degree of centralization in decision making. The major findings were: there was little or no central University administrative or faculty review of personnel or curriculum. The faculty voice was least influential in matters relating to educational policy and budget at the institution-wide level, though faculty played a significant role in decisions on educational policies within the colleges. There seemed to be a faculty oligarchy composed of persons who had served on many senate committees over a long period of time, and they seemed to work effectively with administrators. Faculty members generally respected administrators for their integrity and competence. (AF)

ED 042 436

HE 001 795

Romney, Miles C.

A Plan for the Improvement of Teaching in State System Institutions, 1969-1971. Progress Report II. Discussion of the Request to the Legislature for \$1 Million in the 1969-70 Biennium for Improvement of Instruction.

Oregon State System of Higher Education, Portland. Office of Academic Affairs.

Pub Date 17 Feb 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—College Faculty, Curriculum Development, Educational Improvement, *Effective Teaching, *Higher Education, *Innovation, *Instructional Improvement, Multimedia Instruction, Student Participation, *Teaching, Teaching Methods

Identifiers—*Oregon

This report reviews the appropriation request to the Oregon legislature. It repeats two sections of the first report (HE 001 687) dealing respectively with the basic assumptions underlying an effective program of instructional improvement, and the plan itself, which outlines measures institutions can take to improve the curriculum and instruction. The remainder of the report outlines the uses of the requested funds, if provided by the legislature. These include: the establishment at each institution in the state system of an agency responsible for: stimulating faculty awareness of institutional interest in instructional and curricular improvement; stimulating innovative efforts toward greater teaching-learning efficiency; coordinating the expertise available in the institution; and disseminating to the faculty information concerning available resources and progress in research on curricular and instructional innovation. The funds would also support faculty projects that: aim to develop undergraduate courses which emphasize student-directed study and learning; experiment with the use of television and video tape techniques; and experiment with the use of undergraduates as teachers; and promote research on teaching. (AF)

JC

ED 042 437

JC 700 189

Music in the Junior College.

Music Educators National Conference, Washington, D.C.

Pub Date 70

Note—57p.

Available from—NEA Publication Sales Section, 1201 Sixteenth Street N.W., Washington, D.C. 20036 (Order Number 321-10400, \$2.00)

Document Not Available from EDRS.

Descriptors—*Articulation (Program), College Curriculum, Departments, *Junior Colleges, Music, *Music Education, Program Administration, *Program Content, Program Development, *School Community Relationship, Terminal Education

This publication reviews the role of music in the junior college, specifically music department characteristics and functions, the music curriculum, problems encountered by music programs, and recommended guidelines for music in the junior college. In developing a description of music departments, data on their structural organization, faculty, teaching load, curriculum, and community relationships were collected from 586 junior colleges. This information shows that 90 per cent of the colleges have music programs, of which 46.5 per cent are 1- or 2-man departments; and that 90 per cent of the academic loads range from 12-18 semester or quarter hours. In addition, representative transfer, terminal, and general education courses are identified and discussed. Major problems facing these music programs include the establishment of successful transfer programs, overemphasis on completion of general education requirements during one's first two years at the expense of developing necessary theoretical and applied music skills, lack of standardization in evaluating transfer credits, program accreditation, and a tendency for the general public to regard the arts as frills. Concluding the report are recommended guidelines for development of junior college music programs, including suggested staff qualifications, program administration, and program and transfer requirements. (JO)

ED 042 438

JC 700 198

Snyder, Fred A. Blocker, Clyde E.

Persistence of Developmental Students.

Harrisburg Area Community Coll., Pa.

Report No—RR-5

Pub Date 70

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Academic Performance, *Compensatory Education Programs, *Developmental Programs, *Institutional Research, *Junior Colleges, Remedial Programs, *Student Characteristics

Identifiers—*Pennsylvania

Students entering Harrisburg Area Community College (H.A.C.C.), Pennsylvania, who are identified as being inadequately prepared for regular coursework are assigned to appropriate developmental courses, to prepare them for subsequent entry into the regular career or transfer curricula. A recent analysis of the program outlines such factors as student backgrounds, characteristics, academic performance, and their interrelationships. The sample includes 67 per cent of the developmental students (456) who entered H.A.C.C. from 1965 through 1968. Of this sample, over 80 per cent were men, 70 per cent were 18 or younger at time of enrollment, and 60 per cent had completed an academic or college-preparatory program in high school. Most of the developmental students graduated in the bottom two-fifths of their class, and American College Testing Program (ACT) scores for about 70 per cent of these students were lower than the average for all H.A.C.C. students. Between 33 and 40 per cent of the developmental students did not return for additional work at the end of their first year. On the other hand, one-third of the former developmental students who enrolled in transfer programs in 1966 and 1967 earned degrees, though a considerably lower portion earned career program degrees. The graduation rate was moderately lower, then, for developmental students than for all H.A.C.C. graduates. Based on the information collected, areas for improvement have been identified. (JO)

ED 042 439

JC 700 199

Butler, Ralph Starkey, John

Junior College. Educational Communications Media in the Illinois

Pub Date [70]

Note—9p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audio Equipment, *Audiovisual Aids, Closed Circuit Television, Computer Assisted Instruction, *Educational Research, *Educational Resources, Educational Television, Individualized Programs, *Instructional Media, Instructional Television, *Junior Colleges, Projection Equipment

Identifiers—*Illinois

This 9-item questionnaire surveyed past, present, and projected media use in the Illinois junior colleges. Data were provided by the audiovisual or learning resources director of each responding institution. Some of the more important findings follow. In the past, opaque projectors (58 per cent), silent filmstrip projectors (46 per cent), phonographs (46 per cent), audiotape recorders (35 per cent), and 16mm projectors (31 per cent) were the five items used by most responding institutions. Similarly, charts and maps (73 per cent), phonographs (65 per cent), 16mm projectors (65 per cent), overhead projectors (62 per cent), and silent filmstrip projectors (62 per cent) are most widely used at present. The greatest future emphasis will be on closed-circuit television (85 per cent), dial-access television (65 per cent), audio-tutorial methods (61 per cent), computer-based teaching terminals (58 per cent), and educational television broadcasts (50 per cent). Half the respondents indicate that adequate facilities (comfort, decor, equipment, functionality, and space) are not presently available for multi-media presentation in classrooms, though a like number feel that the media themselves are available. None of the equipment mentioned among the top five in past or present use is mentioned in future needs. Finally, closed-circuit television appears to have the most promising applications in the near future. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 042 440

JC 700 201

Aughinbaugh, Lorine, Ed.

Evaluation of Reality.

California Junior Coll. Association, Sacramento.

Pub Date 70

Note—40p.; Proceedings of the Sixth Annual Conference for Directors of Institutional Research in California Junior Colleges, Asilomar, California, April 27-29, 1970

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Activism, *Conference Reports, *Conferences, Decision Making, Educational Innovation, *Educational Research, Educational Technology, Ethnic Studies, *Junior Colleges, Minority Groups, School Community Relationship, Teacher Militancy

Identifiers—*California

Significant junior college problems and research approaches to them are outlined in this conference report. Beside providing a comprehensive description of proceedings, the report presents the results of discussion groups made up of the conference participants. The participants in these discussion groups assumed themselves members of junior college research and development committees. Each group formulated investigative approaches to one of the six following areas of needed junior college research: Black and Third World opportunity programs, educational decision making, innovations and educational technology, the effects of the community college on the community, student activism, and faculty militancy. Their results provide a frame of reference for future study in these areas. (JO)

ED 042 441

JC 700 202

The Summer Readiness Program: Neighborhood Youth Corps at Santa Barbara City College.

Santa Barbara City Coll., Calif. Office of Research and Development.

Report No—RR-17-70

Pub Date Sep 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Compensatory Education, *Developmental Programs, *Disadvantaged Youth, Economically Disadvantaged, *Junior Colleges, *Minority Group Children, Tutoring, *Youth Opportunities

Identifiers—*California

In conjunction with the regular 1970 summer session, Santa Barbara City College (SBCC) sponsored a developmental program for disadvantaged minority students. Fifty-two students participated, 34 financially supported by the Neighborhood Youth Corps, and 18 others with

similar backgrounds and characteristics. The minority students were enrolled in courses open to the entire SBCC student body; their experiences differed only in that they were provided assistance from the school's tutorial center. Student characteristics included School and College Ability Test scores below the fifteenth percentile on all tests, and tendencies toward both low self-concept in areas related to academic achievement and relatively low interest in traditional occupational programs. At the conclusion of the summer session, 46 of these students had completed the program, with 88 per cent of them achieving a GPA above 2.0. In addition, of the seven high school juniors in the program, six remained to achieve a mean GPA of 2.86. In terms of mean GPA, the performance of these students was identical with the performance of SBCC Students enrolled in the Spring 1970 semester. To conclude, the summer 1970 program indicates not only that minority disadvantaged students can be recruited and encouraged to take higher education, but also that financial aid and tutorial services can have a marked impact on their persistence and performance. (JO)

ED 042 442 JC 700 203
An Analysis of the Effectiveness of Tutorial Assistance in English 42: Performance and Persistence Among Low Achieving Students.

Santa Barbara City Coll., Calif. Office of Research and Development.

Report No.—RR-13-70

Pub Date 70

Note—6p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Performance, *Disadvantaged Youth, Institutional Research, *Junior Colleges, *Performance Factors, *Persistence, Program Effectiveness, *Tutoring

Identifiers—*California

Santa Barbara City College recently established a tutorial center to serve the needs of educationally disadvantaged students, particularly those with minority backgrounds. To investigate the impact of these services, the performance and persistence of 75 students enrolled in a preparatory English course were studied. Each section was taught by the same instructor using similar techniques, and students were free to choose whether or not they wished to seek tutorial assistance. At the end of the semester, 63 per cent of the students completed the course. This compares favorably with the previous 65 per cent course-completion rate. Of the 65 students enrolled beyond the fifth week, none of the 24 who received tutorial assistance withdrew, as compared with a withdrawal rate of 59 per cent for the 41 non-tutored students. Contrasting prior performance of tutored and non-tutored students in terms of cumulative GPA's, it was found that the lower his prior GPA, the less likely the student was to take advantage of the tutoring service. Performance on a standardized reading achievement test (SRA Reading Record) showed almost identical grade level gains for both tutored and non-tutored students. In conclusion, the impact of this tutorial program on performance and persistence has been positive, with noteworthy effects on persistence. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 042 443 JC 700 205

Maner, Arnold H.

Public Relations for Comprehensive Community Colleges.

Pub Date [70]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Administrator Role, *Information Dissemination, *Junior Colleges, Mass Media, Program Planning, *Public Relations, School Community Relationship, Teacher Role, Vocational Education

This paper presents a synthesis of selected literature on junior college public relations, with emphasis on occupationally oriented programs. Its purpose is to develop a tentative plan to assist in the growth of career education programs in the 2-year college. Subject areas investigated include: (1) the need for public relations; (2) the role of the Director of Career Education and other personnel involved in public relations programs; (3) the identification of the publics involved; (4) the

use of media; (5) the factors affecting student enrollment and persistence; and (6) the planning of a public relations program. (Author/JO)

ED 042 444 JC 700 206
Northern Illinois University Abstracts of Graduate Studies on the Community (Junior) College, 1969-1970.

Northern Illinois Univ., De Kalb. Community Coll. Services.

Pub Date Sep 70

Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—Academic Achievement, Academic Performance, Articulation (Program), Correctional Education, *Educational Research, Fees, *Institutional Research, Internship Programs, *Junior Colleges, Library Materials, Library Standards, *Research Projects, Student Attitudes, Student Characteristics, Student Personnel Services, Teacher Attitudes, Teaching Methods, Transfer Students, Use Studies

Identifiers—American College Test

This is a summary of 30 recent graduate studies in terms of (1) problem statement, (2) procedure description, and (3) significant findings. Most of the studies deal with the junior college student, and include reading achievement levels and scholastic performance, achievement and retention effects of course load requirements, and attitudes toward the open-door philosophy. Characteristics of graduating students, those with low grades, majors in physical education, and transfer students are investigated. Values of students in different nursing programs, high-school rank and its relation to nursing program success, the financial and economic understanding of business and liberal arts students, and levels of satisfaction experienced by business students are also reviewed. Junior college libraries are treated in terms of student-faculty attitudes and use, conformity with certain American Library Association standards, and professional community college material available. Aspects of academic programs studied include those in correctional institutions, general studies, and courses related to the plastics industry. Studies focusing on the staff include a faculty internship program, and opinions regarding the junior college philosophy. Also reviewed are the effectiveness of student personnel services, an analysis of initial entrance fees, articulation activities, the American College Test's predictive value, and a valuation of teaching behaviors. (JO)

ED 042 445 JC 700 207
Selected Papers from Northern Illinois University Community College Conferences, 1969-1970.

Northern Illinois Univ., De Kalb. Community Coll. Services.

Pub Date Sep 70

Note—87p.

Available from—Community College Services, Northern Illinois University, De Kalb, Illinois (\$1.50)

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—Administrator Role, *College Deans, Computer Science Education, *Conference Reports, Core Curriculum, Curriculum Development, *Evaluation Criteria, Evaluation Methods, *Faculty Evaluation, General Education, *Junior Colleges, Personnel Management, Public Relations

This collection of selected papers covers a variety of community-junior college topics. Evaluating the instructional staff is the first one examined. Aspects such as evaluation criteria, purposes, and obstacles; the role of effective recruitment; the need for in-service training; and student and administrative participation are covered. Included are sample forms used in several junior colleges to evaluate faculty members, division chairmen, deans of instruction, and deans of students. Faculty employment guidelines for one junior college are also provided. Next, the role of the academic dean is considered, particularly as it affects faculty growth and excellence, curriculum development, and personnel administration. The roles of various members of the community-junior college staff in curriculum development are then considered, in conjunction with a discussion of the place of objectives, evaluation, curriculum meetings, and resource agencies outside the specific institution. Next, the historical development and methods of incorporating the general education requirement into a school's curriculum are surveyed, followed by a

suggestion for more economical operation of student data processing laboratories through use of a full-time lab supervisor. The concluding papers deal with the increasingly diverse demands confronting schools, staff, and students, and with current trends in community-junior college public relations. (JO)

ED 042 446 JC 700 208
Gold, Ben K.

Persistence of L.A.C.C. Students Entering in Fall, 1967.

Los Angeles City Coll., Calif.

Report No.—RS-70-9

Pub Date Sep 70

Note—26p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Developmental Programs, *Ethnic Groups, *Institutional Research, *Junior Colleges, Longitudinal Studies, *Persistence, Predictive Ability (Testing), *Student Characteristics

Identifiers—*California, School and College Test

This study of Los Angeles City College (LACC) attrition examined characteristics of 397 randomly selected students who entered in the fall of 1967. Summaries of the more important findings follow. Ninety per cent of the sample population persisted through the first semester, though only sixteen per cent returned to complete a fifth semester. Dividing the student sample into quintiles based on School and College Test (SCAT) scores, those students in the lowest quintile showed considerably lower persistence after their first semester, though the rate increased for those remaining until the fifth. This finding suggests the influence of LACC's developmental studies program. In addition, SCAT performance predicted GPA well for the highest and lowest quintiles. Viewing students in terms of subgroups, females recorded higher persistence rates than males. Blacks and Spanish-surname students persisted at a rate slightly—but not significantly—below the rate for all students, while orientals persisted and obtained AA degrees at a significantly higher rate. Place of last high school attendance was not significant on a nationwide basis, but it was for those students from Los Angeles schools. A comparison of this study with the NORCAL project, a larger-scale study involving 25 northern California junior colleges (see ED 039 879), showed similar results. [Not available in hard copy due to marginal legibility of original document.] (JO)

ED 042 447 JC 700 209

Taniguchi, Bessie

A Study of Curriculum Development and Trends in the Business Education Department at Kapiolani Community College for the Period 1964-1970.

Pub Date 70

Note—23p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Business Education, *Curriculum Development, Curriculum Research, *Institutional Research, *Junior Colleges, *Program Development, Remedial Programs

Identifiers—*Hawaii

This curriculum study focuses on the subject areas of English, mathematics, accounting, shorthand, and typewriting at Kapiolani Community College, Oahu, Hawaii. The author traces the inclusion of these areas in the business education program, as the college evolved from a technical school to a comprehensive junior college. One notable aspect of the program is the use of remedial courses for lower ability disadvantaged students in English and mathematics. A more recent development is the granting of credit toward unit requirements to non-transfer students for these remedial courses. In addition, subject matter taught in these courses has tended to emphasize the more practical needs of the non-transfer business student. In addition, some basic English and mathematics courses are now offered by the Business Department. The accounting area—while expanding to provide increased offerings for the transfer student—currently lacks a semester course for those business students who might be interested in a basic accounting course for personal use or a better concept of office work flow. The most noticeable changes in the shorthand and typing curricula include: (1) less emphasis on skill building and speed; (2) more concern with individual development within the

total organizational framework; (3) a trend toward thematic rather than single subject matter orientation; (4) increased independent study opportunities; and (5) greater emphasis on involving students in the teaching-learning process. (JO)

ED 042 448 JC 700 210

Maslow, Richard

A Positive Stand on Student-Centeredness in Teaching: A Matter of Definition.

Pub Date 70

Note—5p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Junior Colleges, *Mass Instruction, *Small Group Instruction, *Student Teacher Relationship, *Teaching Techniques
Identifiers—*California

One approach to teaching college students at San Joaquin Delta College, California, emphasizes student-centeredness. Demanding more than a non-directive approach to students, it requires that a teacher know and communicate with each and every student, putting student needs and interests first. A recent use of such an approach involved 275 students meeting twice a week for lectures and once a week in groups of 25. Practice at applying the knowledge gained from the lectures, group meetings, text, and outside readings was provided through workbook exercises. The group meetings permitted discussion of course material, but emphasized individual student awareness and expression. Tests were real learning experiences, with answer sheets providing immediate knowledge of results. (JO)

ED 042 449 JC 700 211

Jones, Milton O.

In-Service Training for Student Personnel Workers—A Practicum Approach at Clearwater Campus.

Pub Date 70

Note—5p.; Speech delivered at the American College Personnel Association 1970 Conference, St. Louis, Missouri, March 16, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Counseling Services, Counselors, *Counselor Training, *Inservice Programs, *Junior Colleges, Practicums, Professional Training, Student Personnel Services, Student Personnel Workers

Identifiers—*Florida

The student personnel staff at St. Petersburg Junior College, Clearwater Campus, participated in several in-service training seminars to update and improve procedures and techniques for dealing with individual students. A consultant from the University of Florida, and the St. Petersburg Junior College Dean of Student Personnel conducted the seminars. Recent advances in counseling theory and research were discussed and critiques of taped counseling sessions were conducted. Most participants felt the program had positive results, especially in the areas of self-evaluation and technique improvement. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 042 450 JC 700 212

Jones, Milton O.

Paraprofessionals at Clearwater Campus.

Pub Date 70

Note—5p.; Speech delivered at the American College Personnel Association 1970 Conference, St. Louis, Missouri, March 16, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Counseling Programs, Differentiated Staffs, *Junior Colleges, *Paraprofessional School Personnel, Program Planning, *Student Personnel Work, *Student Welfare

Identifiers—*Florida

The use of paraprofessionals to fulfill the program planning functions of the college counseling office has proven effective at St. Petersburg Junior College (Clearwater Campus), Florida. Ideally, these paraprofessionals should be mature adults, have some college experience, and report to the same supervisor as do the counselors. They perform such clerical and administrative tasks as programming courses, scheduling students in classes, and assisting in the registration process. This allows the counseling staff more time for ongoing developmental counseling. Experience to date has shown that counselors have been able to

spend more time counseling students with difficulties and that the paraprofessional is more efficient than the faculty adviser in providing up-to-date program information. (JO)

ED 042 451 JC 700 213

Pardue, J. Reed, M. D.

Statutes for Liberty.

Central Virginia Community Coll., Lynchburg.

Report No—RR-2-70

Pub Date 70

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Bibliographies, *Communication Problems, *Counseling, *Counselors, *Junior Colleges, *Legal Problems, Legal Responsibility, State Legislation, State Standards, Student Personnel Services, Surveys
Identifiers—*Virginia

The prevalence of privileged communication statutes for counseling and the extent of knowledge concerning them are examined in this study. Information supplied by each of the 50 state attorneys general indicates that only four states—Indiana, Michigan, North Dakota, and Wisconsin—have laws specifically and directly authorizing privileged communication for counseling relationships or records in the educational field. A survey of both the Virginia community-junior college counselors and the membership of the Virginia Personnel and Guidance Association indicates no knowledge of such a law in their state. However, 96 per cent of the 55 counselors and 68 per cent of the 322 responding Association members support the passage of such laws. These two groups suggest that increased counselor confidence and greater counselor protection would result. The authors conclude with a statement of the minimum legal foundation they feel the counseling field in each state needs, a copy of the four statutes currently in existence, and an extensive bibliography on the subject. (JO)

ED 042 452 JC 700 214

Audio-Tutorial Practices in California Community Colleges. Preliminary Report.

Diablo Valley Coll. Pleasant Hill, Calif.

Pub Date Jul 70

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*Audiovisual Instruction, *Instruction, *Junior Colleges, *Learning Activities, *Teaching Methods

This study surveys the audio-tutorial practices and evaluations at 91 California and 25 other junior colleges in the United States. Seventy of the California colleges indicate they are now or will be using the audio-tutorial method in the near future. A large majority of them indicate that they prepare their materials locally. Many of the colleges use performance objectives in their programs, and emphasize constant student feedback and revision of instructional materials. Most also noted that, while the audio-tutorial method did not relieve much of the teachers' load, it did provide increased opportunities for more individualized, personal contact with the same number of students than did the traditional lecture method. Based on the data received, the following conclusions were among those drawn: (1) despite the large amount of work required for preparation of audio-tutorial instruction, those instructors using it were much more enthusiastic about the method than those who largely used the lecture method; (2) students in the audio-tutorial program do learn more in less time, probably because the courses are oriented more toward student learning than teacher preparation and delivery; (3) students are more enthusiastic after experiencing both lecture and audio-tutorial methods; and (4) instructors are provided with greater opportunities to manage their educational environment, by providing content and curricular restructuring opportunities, and the opportunity to make course materials more relevant. (JO)

ED 042 453 JC 700 215

Lombardi, John

The Position Papers of Black Student Activists.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No—Topical Paper-12

Pub Date Sep 70

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Activism, *Administrative Problems, *Junior Colleges, *Negro Organiza-

tions, *Student Attitudes, *Student College Relationship

This topical paper compares and contrasts the style, content, structure, and manner of presentation of 10 Black student activist position papers previously compiled by the author ("Black Student Activists—Position Papers and Reactions to Them from Twelve Colleges"). The comparisons and contrasts reflect the particular contextual environment in which each paper must be viewed, yet provide a basis for viewing the activities as having essentially the same basic objective: seeking and establishing "a true black identity." (JO)

ED 042 454 JC 700 216

Parker, Paul

Escrow College: The Superior High School Student and the Community College.

Kansas State Coll. of Pittsburg. Dept. of Administration and School Service.

Pub Date [70]

Note—17p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Admission Criteria, *College Bound Students, *College High School Cooperation, *College Preparation, Enrollment, High Achievers, *Junior Colleges, *Superior Students

The enrollment of superior high school students in college credit courses at the junior college level is considered in this report. Useable responses to a questionnaire sent to 113 community-junior colleges in seven mid-American states were received from 62 of 84 public and 13 of 29 private institutions. Five states—Colorado, Iowa, Kansas, Missouri, and Nebraska—reported such enrollments, while two states—Arkansas and Oklahoma—indicated none. The two states having the largest number of responding public junior colleges with such a program (a total of 35) were Kansas (13) and Iowa (11). The most often reported procedures for classifying a high school student superior, combined class rank and GPA. Personnel whose enrollment recommendations were most often required were the high school principal, high school counselor, and junior college dean. Only one college expressly required parents' consent for student participation. Other requirements frequently mentioned included high school standing as a first semester senior, and enrollment in no more than two college courses per semester. Most colleges also reported higher enrollments of this type during the second semester. Implications drawn from the data indicate the importance and positive effects of high school-junior college cooperation in providing capable students with increased opportunities for this early college exposure. [Not available in hard copy due to marginal legibility of original document.] (JO)

ED 042 455 JC 700 218

Boyer, Marcia A.

Cooperative Work-Experience Education Programs in Junior Colleges.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Oct 70

Note—4p.

Journal Cit—Junior College Research Review; v5 n2 Oct 1970

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Cooperative Education, Employment Experience, *Junior Colleges, School Community Relationship, *Student Employment, *Vocational Education, *Work Experience Programs, Work Study Programs

The combination of course work and related work experience into educational programs at the junior college level represents an attempt by these institutions to meet the changing requirements of today's employers. This Research Review looks at a few aspects of their programs. To begin with, the values of these programs are viewed from the standpoint of students, college, employer, and community. Next, the promotional responsibilities of both the program's advisory committee and the individual program coordinator are investigated, followed by a look at various program arrangements. The wide variety of program possibilities becomes evident as one views Rock Valley College's (Illinois) cooperative technical program with 40 local industries, the College of San Mateo's (California) teacher-

assistant training program, and the potential benefits of combining a college education with the traditional police cadet training system. Significant areas of difficulty reported by colleges include student supervision, relevance of work experience to course work, scheduling conflicts, financial remuneration, and placement. Looking toward the future, San Mateo and Orange Coast Junior College Districts in California have received federal and private support to provide a national demonstration model for junior college cooperative education. (JO)

ED 042 456 JC 700 219

Stevenson, Jane L.

Implementing the Open Door: Compensatory Education in Florida's Community Colleges. Phase II—English Composition.

Florida Community Junior Coll. Inter-institutional Research Council.

Pub Date Sep 70

Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—*Compensatory Education, *Composition Skills (Literary), Disadvantaged Youth, *English Instruction, *Junior Colleges, Program Improvement, *Remedial Programs Identifiers—*Florida

A study of compensatory education programs in written composition was conducted in ten Florida public community colleges during the winter and spring of 1970. A major purpose of the study was to establish a data base from which a model could be developed that might improve the effectiveness of these programs. The existing programs at the colleges are described in terms of types of programs offered, criteria for placement of students in remedial courses, course content, and instructional techniques used. Recommendations (including goals and purposes, suggested objectives, content, instructional theory, and evaluation) for remedial written English composition programs designed for disadvantaged students are presented and discussed in the remainder of the report. (MB)

LI

ED 042 457 LI 001 869

Lieberman, Irving

Library Executive Development Program; Narrative Evaluation Report on the Institute for Advanced Study for Librarians Under the Higher Education Act, Title II-B, April 14 to April 25, 1969.

Washington Univ., Seattle. School of Librarianship.

Spons Agency—Washington Univ., Seattle. School of Business Administration.

Pub Date 69

Note—70p.

Available from—School of Librarianship, University of Washington, Seattle, Washington 98105

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Librarians, *Library Education, Library Science, *Management Development, *Management Education, *Professional Education

The activities of a two-week library executive development program held at the University of Washington are outlined. This program was organized to help executives of all types of libraries understand current issues and concepts in business and public administration so that they will be better able to meet the needs and demands on libraries as modern information centers. Some specific objectives of the Institute program are to provide for the participant: (1) knowledge of the functions and principles of modern upper-level management; (2) an experimental learning process that will emphasize the application of pertinent theory in such areas as work analysis and simplification, budgeting, organizing, decision-making or problem-solving, human relations, and leadership; (3) an opportunity to examine common problems with other library executives and to discuss them with members of the faculty and develop friendships with other participants, and increase his confidence in himself. (Author/MF)

ED 042 458

Lieberman, Irving

Libraries and the Unreached; Narrative Evaluation Report on the Institute for Advanced Study for Librarians Under Higher Education Act, Title II-B, Aug. 10 to 22, 1969.

Washington State Library, Olympia.; Washington Univ., Seattle. School of Librarianship.

Pub Date 69

Note—76p.

Available from—School of Librarianship, University of Washington, Seattle, Washington 98105

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Community Service Programs, *Disadvantaged Groups, Library Education, Library Instruction, Library Programs, *Library Services, *Social Responsibility

The University of Washington held two one-week programs for library personnel to provide: (1) background information about disadvantaged and minority groups who are "unreached" by library services; (2) knowledge of "outreach" approaches and materials for use in library services; (3) understanding of, and empathy for, problems of the deprived; (4) awareness of social changes affecting libraries; (5) desire for commitment to the library's major role in changing attitudes and in becoming a vital force in our society. The recommended library service improvement programs are mostly on a small scale, person-to-person approach. Some of the suggestions include: (1) training more ethnic groups to work in libraries, (2) employing bilingual librarians in communities that speak two languages, (3) purchasing library materials that are in the language of the community, (4) purchasing library materials that will help the community understand and solve its problems, (5) working with the Visiting Nurse Association to reach shut-ins and (6) training all staff members to have a friendly and outgoing attitude. (MF)

ED 042 459

Conference on Inter-Library Cooperation and Exchange, San Juan, Puerto Rico, April 30 - May 2, 1969.

Virgin Islands Dept. of Conservation and Cultural Affairs, St. Thomas. Div. of Libraries and Museums.

Spons Agency—Caribbean Economic Development Corp., San Juan, P.R. Caribbean Regional Library.

Pub Date 69

Note—251p.

EDRS Price MF-\$1.00 HC-\$12.65

Descriptors—Archives, Automation, Copyrights, *Interagency Cooperation, *Library Cooperation, *Library Surveys, National Libraries, Questionnaires, Regional Libraries, *Shared Services

The Conference had as its main objective the assembling of library administrators and librarians to consider all aspects relating to the implementation of a library cooperative plan for the interchange of publications, photoduplication services and bibliographic information. Papers that were presented are: (1) "Automation and Bibliographic Control" by Enid M. Baa and Joseph J. Breen, (2) "The Role of Archives in Regional Cooperation" by M. J. Chandler, (3) "Copyright Laws" by Abe Goldman, (4) "Problems of Photocopying" by Paulita C. Maldonado de De la Torre and (5) "Centre d'Etudes Regionales Antilles-Guyane" by J. P. Jardel. A great portion of this report (147 pages) deals with library reports from each country. These reports cover such areas as: (1) copyright and depository laws; (2) list of serials published in the country; (3) archival information (condition and availability of materials, organization, volume, etc.); (4) problems the library faces in serving the community and (5) problems the library may face if it participates in a plan for interlibrary cooperation. The delegates of the Conference approved an 11 page questionnaire to gather additional information, which was sent to every public, research and university library. A preliminary analysis of the questionnaire is included. (MF)

ED 042 460

Hartsfield, Annie Mary And Others

Study of State Library Legislation.

Florida State Univ., Tallahassee. Library School.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0746

LI 001 870

Pub Date Jun 70

Grant—OEG-4-9-190746-0014-095

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Evaluation, *Federal Legislation, *Public Libraries, *State Legislation, *State Libraries

The objectives of this study are to: (1) analyze current state library legislation in relation to a number of characteristics of the states to determine patterns of state-level legislation; (2) correlate information about legislation which provides present grants-in-aid support for library development and operation; (3) describe and analyze the relationship of state support in the light of information gained in (1) and (2); and (4) suggest guidelines for further legislative programs. Three categories of investigation were undertaken: (1) a compilation and analysis of current state public library legislative policy and support level, (2) an investigation of the environmental relationships associated with variations in state public library policy and state support and (3) a review of the current status of state public library legislative policy with recommendations for modification and the adoption of future policy. This study produced no evidence that state library legislation is patterned along common background characteristics of the states. The legislation is most alike in terms of permissiveness, service responsibilities and fiscal limitations rather than income, population, etc. (NH)

ED 042 461

Coleman, James S. Karweit, Nancy L.

Multi-Level Information Systems in Education.

Rand Corp., Santa Monica, Calif.

Report No—P-4377

Pub Date Jun 70

Note—117p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD 707 608 MF \$6.55, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Data Processing, Decision Making, Education, *Information Retrieval, *Information Systems, Management Systems, Student Records

This report presents an examination of data systems in education, and provides a framework through which such data systems can provide the basis for a powerful information bank to aid educational decisions. (Author)

ED 042 462

LI 002 059

Library Automation—Computer Produced Book Catalog.

International Business Machines Corp., White Plains, N.Y.

Pub Date 69

Note—41p.

Available from—Available on request at local IBM offices

Document Not Available from EDRS.

Descriptors—*Automation, *Book Catalogs, Catalogs, Indexes (Locators), *Library Technical Processes, *Union Catalogs

This manual, the first of a series to be devoted to the automation of library operations, is an introduction to the planning and production of computer-produced book catalogs. The major part of the text covers the whole range of questions involved in planning a book catalog: choice of input device, development of programs designed to meet the particular needs of an institution, planning of production schedules and procedures, and methods of reproducing the printout to obtain the required number of copies. A description of booklists and catalogs produced by the use of punched cards is also included. Although the explanations are general rather than detailed, a number of illustrations of sample pages, worksheets, and flow charts are included to clarify and illustrate certain points. There are also numerous references to the excellent and extensive (97 items) bibliography. (MD)

ED 042 463

Tucker, Dorothy Vance, Mary, Ed.

Computers and Information Systems in Planning and Related Governmental Functions.

Council of Planning Librarians, Monticello, Ill.

Report No—CPL-Exchange-Bib-42

Pub Date Feb 68

Note—29p.

Available from—Council of Planning Librarians, Exchange Bibliographies, Post Office Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Computer Graphics, *Computers, *Computer Science, Data Bases, *Electronic Data Processing, Information Retrieval, *Information Systems, Interagency Planning, Models, Operations Research, Planning, Planning Commissions, Simulation, Time Sharing

The 266 items cited include material published since July 1960, organized in the following ten groups: (1) general discussion, and feasibility; (2) statewide electronic data processing (EDP) systems; (3) EDP in local governments; (4) intergovernmental EDP systems; (5) EDP in the planning agency; (6) data banks and information systems; (7) computer graphics; (8) information retrieval; (9) time-sharing and user-oriented systems and (10) models, gaming, simulation, and operations research techniques. Publications by or about Federal Government EDP installations and their applications are excluded. In addition, no attempt was made to cover all works involving the use of EDP in state or local governments. Specifically omitted are those writings that pertain to such limited applications as tax billings, payroll or other accounting procedures, or specialized fields such as police work or hospital administration. The references chosen in the governmental categories are either known or thought to be concerned with general uses which could conceivably include planning. Other limitations include the virtual absence of foreign sources and no attempt was made to cover the field of traffic, transportation, or highway uses of EDP. (Author/MF)

ED 042 464 LI 002 083
Guidelines for the Establishment and Development of Monolingual Scientific and Technical Thesauri for Information Retrieval.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—SC-MD-20

Pub Date 6 Jul 70

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Guidelines, Information Retrieval, *Lexicography, Lexicology, Subject Index Terms, *Thesauri

These guidelines for the establishment and development of monolingual scientific and technical thesauri for information retrieval are published in an attempt to lay the basis for compatibility, both at the present and in the future, of thesauri that are being elaborated simultaneously in most of the disciplines of science, basic as well as applied. They are therefore, directed to all those who in the course of their careers come into contact with thesauri, either as users or as thesaurus compilers. Fourteen guidelines are presented: the first four are of a general nature, the following seven deal with the establishment of thesauri, and the final three relate to the development of thesauri. These guidelines are specifically drafted in the English language and when applied to monolingual thesauri in other languages should be modified to take into consideration the attributes and uses of that particular language. (Author/MF)

ED 042 465 LI 002 084
International Advisory Committee on Documentation, Libraries and Archives, Second Session, Paris, 19-22 August 1969. Report of the Session.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-MD-11

Pub Date 21 Nov 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Archives, *Documentation, International Organizations, *International Programs, *Libraries

Identifiers—Committee Reports, *UNESCO

The Committee was established in 1967 to advise the Director-General on questions of documentation in general, and in particular on those related to subject fields of interest to UNESCO. The second session, reported here, was devoted to the examination of UNESCO's activities in documentation, libraries and archives in 1967-1968; UNESCO's program for documentation, libraries and archives in 1969-1970; suggestions for UNESCO's future program for documentation, libraries and archives; and relations with international organizations active in this field. (Author/NH)

ED 042 466 LI 002 085
Expert Meeting on National Planning of Library Services in Asia, Ceylon, 11-19 December 1967. Main Working Document.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-CS-190-3

Pub Date 15 Nov 67

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*Foreign Countries, *Information Services, International Programs, *Library Planning, *Library Services, *National Programs

Identifiers—*Asia

Part I deals with background information for planning on a national scale. Its objective is to focus attention on planning as a concept and on existing problems and deficiencies in individual Asian countries and the Asian region as a whole, and to provide the background needed to develop a realistic plan of action for library development in Asia. This is discussed under five main subject headings: (1) planning library services; (2) role of library services in education, economic and social development; (3) the present state of library services in Asia; (4) library development in relation to the Asian Book Development programme and (5) the use of audio-visual materials by public libraries in Asia. Part II covers elements for a long-term plan for library development in Asia. The contents of this part are: (1) recommendations relating to the objectives, organization and development of school, public, national, university and special libraries; (2) possible linkages between various types of libraries and documentation centers at the national and international level; (3) structure of national library and documentation services and (4) financing and possibilities of international assistance for development of library and documentation services—minimum standards and priorities. (NH)

ED 042 467 LI 002 086
Skellenger, James B. Summers, F. William
Preparation for Public Library Planning: Opportunities and Constraints. Commentary Based on Library Planning Process. Portage County, Ohio 1969 - 1970.

Kent State Univ., Ohio.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*County Libraries, *Library Planning, Library Services, *Library Surveys, *Public Libraries, Questionnaires, Use Studies

Identifiers—Ohio, *Portage County

The subjective reactions of two researchers are presented to provide comment on selected aspects of public library surveys which may have similar components to those which the authors found in Portage County, Ohio in 1969 and 1970. (See "Public Library Services in Portage County: An Analysis for Planning." ED 039 907) Aspects covered include: (1) the origins of library studies, (2) choice of project consultant, (3) library study advisory committee, (4) collection and uses of demographic data, (5) collection and analysis of library information and (6) summary comments on questionnaires. (MF)

ED 042 468 LI 002 087
Schmidt, C. James
A Cooperative Interlibrary Loan Service for the State-Assisted University Libraries in Ohio.

Ohio State Univ., Columbus.

Pub Date 69

Note—21p.; Expanded and revised version of a paper presented at the semi-annual meeting of the Dayton-Miami Valley Consortium—Library Division meeting in Dayton, Nov. 19, 1969

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Interlibrary Loans, *Library Cooperation, *Library Reference Services, *University Libraries

Identifiers—*Ohio, RAILS, Reference and Interlibrary Loan Service

The Reference and Interlibrary Loan Service (RAILS) is a cooperative funded service located at the Ohio State University and serves the other eleven state-assisted universities in Ohio. During its first year (July 1, 1969 through June 30, 1970) this service received 7126 requests of which only 1241 were unfilled, 4197 were requests for photocopies and 1685 for loans. Nearly half (46.4%) of the unfilled requests resulted because the title was not owned. As an

added service RAILS members were automatically provided with other locations for unfilled requests whenever possible. Thus, two thirds of the unfilled requests were given location information. Each request cost approximately \$2.44 to fill, exclusive of photocopy charges and required 0.514 man hours. The mean cycle time for processing was 5.45 working days. The statistical information is displayed in eleven tables. (Author/NH)

ED 042 469 LI 002 088
International Standardization of Library Statistics. Preliminary Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-MD-6

Pub Date 10 Jul 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Foreign Countries, *International Programs, *Libraries, *Standards, *Statistics

Identifiers—*UNESCO

The General Conference, at its fifteenth session, deemed it desirable that an international instrument be drawn up for the standardization of statistics relating to libraries in the form of a recommendation to Member States. In accordance with the "Rules of Procedure concerning Recommendations to Member States and International Conventions..." the Director-General drew up the present report on the position with regard to the problem to be regulated by the recommendation and on the possible scope of that instrument. A preliminary draft recommendation is annexed. For the final report and a revised draft recommendation prepared on the basis of comments submitted by the Member States, see LI 002 089 (COM/MD/14). (Author/NH)

ED 042 470 LI 002 089
International Standardization of Library Statistics. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-MD-14

Pub Date 26 Feb 70

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Foreign Countries, *International Programs, *Libraries, *Standards, *Statistics

Identifiers—*UNESCO

At its fifteenth session, the General Conference deemed it desirable that an international instrument be drawn up for the international standardization of statistics relating to libraries, in the form of a recommendation to Member States. Thus, the Director-General drew up a preliminary report together with a preliminary draft recommendation (See LI 002 088). These were sent under cover of a circular letter dated 16 July 1969 to Member States, who were invited to submit their comments and observations on this matter by 12 December 1969. By 31 December 1969, twenty countries had replied. Eighteen of these submitted comments and observations. The full text of the replies containing comments are in Annex I. Annex II is an analysis of these comments. In the light of the comments submitted, the Secretariat has prepared a revised draft recommendation which is the subject of Annex II. This document together with document COM/MD/6 (LI 002 088) form the final report to be submitted to a special committee of governmental experts meeting in Paris May 19 to 28, 1970. The draft recommendation from this committee will be submitted to the General Conference for adoption at its sixteenth session. (NH)

ED 042 471 LI 002 090
Morse, Philip M.
On Browsing: The Use of Search Theory in the Search for Information.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Army Research Office, Durham,

N.C.

Report No.—TR-50

Pub Date Feb 70

Note—37p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD 702 920, MF \$65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Information Retrieval, Information Seeking, *Information Storage, Information Utilization, *Search Strategies, *Use Studies

Search theory, originally developed for antisubmarine search, is applied to the scanning of library shelves for books of interest, or of a computerized abstract catalog for items of immediate application. Procedures optimizing the information to be found are discussed, as well as methods whereby the operational parameters can be measured. The organization and reorganization of a library, or other information system, so as to improve its response to a searcher, are treated and curves are provided which indicate the degree and nature of the reorganization which can optimize this improvement. (Author)

ED 042 472 LI 002 091

Datsenko, V. P. Zaytsev, N. G.
Organization of Communication in Information Systems.

Air Force Foreign Technology Div., Wright-Patterson AFB, Ohio.

Report No.—FTD-MT-24-199-69

Pub Date 67

Note—16p.; Edited machine translation of All-Union Conf. on Information Retrieval Systems and Automatic Processing of Scientific and Tech. Inform., 3rd, Moscow, 1966, Trans.; v4, 1967, pp. 194-202

Available from—National Technical Information Service, Springfield, Va. 22151 (AD 703 160 MF \$6.55, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, *Computers, Data Processing, Information Centers, *Information Retrieval, Information Storage, *Information Systems, *Telecommunication

Identifiers—*On Line Systems

Organization of communication between the center of an automated system of information exchange and the subscribers to the system is described. The three requirements are: (1) those technical communication means must be chosen which will provide effective and convenient avenues for calls from the subscribers to the center, (2) the required equipment system must be determined on the basis of a technical and economic analysis and (3) the amount of equipment of a single type must be computed depending on the system load. The structural system for organizing this type of communication includes several devices which fall into three classifications: subscriber equipment, switching equipment for the subscriber nets, and computer equipment. A block diagram of the equipment involved and their interconnection is given. While the article is not highly mathematical, several formulas are presented: one for determining the number of subscribers that can be serviced by the system and another for determining the subscriber load for subscriber call channels. The article includes: five figures, five formulas and one table. (Author/MF)

ED 042 473 LI 002 092

Wilkinson, Billy R.

The Undergraduate Library's Public Service Record: Reference Services.

California Univ., San Diego. University Library.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 70

Note—31p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*College Libraries, Librarians, Library Education, *Library Reference Services, Library Surveys, *Reference Materials, *University Libraries, *Use Studies
Identifiers—*Undergraduate Libraries

The separate undergraduate library was originated to provide students with the same quality of library services as are available in a good liberal arts college library. This paper deals with how reference librarians have used this opportunity to provide reference services for the undergraduate student. The major emphasis is on case studies of reference services in two of the leading undergraduate libraries in the country (University of Michigan and Cornell University). In 1969 the reference collection at Michigan was comprised of 3,549 volumes and 25,077 vertical file items, Cornell had 3,294 volumes and a smaller number of vertical file materials. Both undergraduate libraries offer reference assistance during 76 hours each week. The number and types of questions asked at the reference desk of each library are presented in tables. Of 961

reference questions asked at Michigan, only in 19 instances did the librarian spend more than five minutes with the student. At Cornell, the librarian helped the student for over five minutes in 8 of 230 reference questions. The basic conclusions drawn from these studies is that the advantages of the undergraduate libraries have not been realized. Reference services are of low caliber. Too often the assistance given students is superficial and too brief. Some basic reasons for this situation are given. (NH)

ED 042 474 LI 002 093

Haak, John R.

Goal Determination and the Undergraduate Library.

California Univ., San Diego. University Library.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 70

Note—28p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*College Libraries, *Librarians, *Library Education, *Library Services, *Objectives, University Libraries

Identifiers—*Undergraduate Libraries

Although there may be no such thing as a purely undergraduate book, there are services which are more appropriate for undergraduates than for other members of the academic community. These services make the undergraduate library unique. It is the responsibility of the undergraduate librarian to develop his specialty so that our undergraduate libraries offer substantial service programs. This working paper concentrates on the problem of undergraduate library goals and three related subject areas: (1) service, (2) institutionalization and (3) professional staff. Intangible goals, such as to encourage the lifelong habit of self-education through reading, are extremely important but they cannot guide group action and therefore they must be supported by sets of tangible (or operating) goals which do. Unless a structure of tangible goals is developed to bridge the gap between means and ends, the means gradually function as the tangible goals. Two basic capabilities an undergraduate library should have are: (1) self-service where the student or teacher uses the physical means of the library and (2) active-service which is dependent on the library staff working with the student and faculty. A brief bibliography of related books and articles is appended. (NH)

ED 042 475 LI 002 094

Knapp, Patricia B.

The Library, the Undergraduate and the Teaching Faculty.

California Univ., San Diego. University Library.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 70

Note—50p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*College Libraries, Curriculum, Faculty, *Librarians, *Library Education, *Library Services, *Objectives, Students, Universities

Identifiers—*Undergraduate Libraries

The faculty, the students, the curriculum, the university as an organization and the university library as a total system are powerful forces in determining the role of the undergraduate library. Thus, if the undergraduate library is going to provide active library service in collaboration with the teaching faculty, librarians must understand how these powerful outside elements operate. Each of the elements of the academic milieu is considered with respect to its effect on the undergraduate library. Recommendations for using this information as a positive contribution to the development of an active campaign to achieve the ideal of the undergraduate library as a teaching instrument are included. (NH)

ED 042 476 LI 002 095

Voigt, Melvin J.

The Undergraduate Library: The Collection and Its Selection.

California Univ., San Diego. University Library.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 70

Note—26p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Books, College Libraries, *Library Collections, *Library Material Selection, *Library Planning, *Periodicals, *University Libraries

Identifiers—*Undergraduate Libraries

There is a direct relationship between the care with which the book collection is developed and the success of the library. Questions which must be answered before developing a selection policy statement include: How large, broad or intensive should the periodical collection be? What should the policy be on back files of periodicals? On periodical indexes? Also basic questions on audio materials must be answered. A policy statement must also take into account the hard facts of what an institution can and will do in supporting the program. In addition, the policy statement should spell out the methods of selection development to be used, including the extent and manner in which faculty and nonlibrary staff will be used. Initial undergraduate collections vary in size from 15,000 to 60,000 volumes, with maximums expected ranging from 62,900 to 200,000. The size of the institution, availability of research collections and other libraries and the nature of educational programs are factors which help govern the size and nature of the undergraduate library collection. (NH)

ED 042 477 LI 002 096

Kuhn, Warren B.

Planning the Undergraduate Library.

California Univ., San Diego. University Library.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 70

Note—35p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—College Libraries, *Guidelines, *Library Collections, *Library Facilities, *Library Planning, *Library Services

Identifiers—*Undergraduate Libraries

Planning any undergraduate library represents an unusual, complex and multi-problem process. This working paper, composed of selected quotes or comments from actual planners, attempts to offer an overview of the more pressing concerns. The appended "decision checklist" used on one campus outlines topics important to the thinking of any undergraduate library planner, including: (1) location, (2) collections, (3) administrative organization, (4) housing the collections, (5) circulation, (6) reserves for classes, (7) reference service, (8) provisions for study, (9) special provision for faculty, (10) staff areas, (11) miscellaneous and (12) other aspects and/or overall comment. A bibliography is provided. (NH)

ED 042 478 LI 002 097

Hoadley, Irene Braden

The Undergraduate Library - The First 20 Years.

California Univ., San Diego. University Library.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 70

Note—8p.; Paper prepared for the Institute on Training for Service in Undergraduate Libraries..., August 17-21, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—College Libraries, Library Education, Library Facilities, Library Instruction, *Library Services, *University Libraries

Identifiers—*Undergraduate Libraries

The undergraduate library is defined as a library unit, separately housed with services geared at the lower division undergraduate student on a university campus. Using this definition, there are ten undergraduate libraries in the United States: (1) Harvard University, (2) University of Michigan, (3) University of South Carolina, (4) Indiana University, (5) Cornell University, (6) University of Texas, (7) University of Illinois, (8) Stanford University, (9) University of North Carolina and (10) University of Nebraska. Each

of these is an undergraduate library, yet each is different in areas ranging from the computerized complexities at Stanford to the elegant simplicity at South Carolina. Six basic ways the undergraduate library differs from the traditional university library are: (1) provides open access to the collection, (2) centralizes and simplifies services to the undergraduate, (3) provides selected books of value for liberal education as well as the reserved book collection, (4) attempts to make the library a tool for instruction in library use, (5) provides services additional to those given by the research collection and (6) constructs a building with the undergraduate's habits of use in mind. Each of the ten undergraduate libraries was discussed during the institute. (NH)

ED 042 479 52 LI 002 098
Lipetz, Ben-Ami

User Requirements in Identifying Desired Works in a Large Library. Final Report.

Yale Univ., New Haven, Conn. Library.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-1140

Pub Date Jun 70
Grant—OEG-1-7-1071140-4427
Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—Algorithms, Automation, *Cataloging, *Catalogs, Computer Programs, *Information Retrieval, Research Libraries, Search Strategies, *University Libraries, *Use Studies
Identifiers—*Sterling Memorial Library

Utilization of the card catalog in the main library (Sterling Memorial Library) of Yale University was studied over a period of more than a year. Traffic flow in the catalog was observed, and was used as the basis for scheduling interviews with a representative sample of catalog users at the moment of catalog use. More than 2000 interviews were completed. Data were collected on user objectives and starting clues. Follow-up studies were done on the matches among user clues, catalog card data, and information available in the front matter of cataloged documents. Reasons for search failures were determined. In terms of immediate intent, 73 percent of searches are document ("known item") searches and 16 percent are subject searches; in terms of underlying interest, 56 percent are document searches and 33 percent are subject searches. Remaining searches are 6 percent author searches (to find out what is on hand from a known author or institution) and 5 percent bibliographic searches (to complete or verify a reference on the basis of catalog-card data). The importance of secondary search clues in achieving retrieval despite incomplete or inaccurate primary clues is discussed. (Author)

ED 042 480 LI 002 099

Casey, Genevieve M.
OTIS: An Evaluation of the Oklahoma Teletypewriter Interlibrary System.

Oklahoma Council on Libraries, Oklahoma City.; Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date Sep 69
Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Evaluation, Information Systems, *Interlibrary Loans, *Library Cooperation, *Library Networks, *Library Services, Public Libraries

Identifiers—*Oklahoma Teletypewriter Interlibrary System, OTIS

A study of the Oklahoma Teletypewriter Interlibrary System (OTIS), made at the request of the Oklahoma Department of Libraries, covers the period April 1968 through June 1969. It is based upon an analysis of records maintained at the Oklahoma Department of Libraries including: (1) what material was requested by what library, how the requests were verified and located, which library supplied the material and when; (2) time span for filing requests, arranged by transmission site and resource library; (3) monthly reports of volume of use from all transmission and resource libraries; (4) detailed expenditure records and (5) miscellaneous correspondence. A questionnaire sent to the 4 resource libraries and 10 transmission libraries was used to collect the original data. Field visits were made to nine transmission sites, all four resource libraries and selected satellite libraries. The report is composed of seven chapters: (1) History and Purpose

of OTIS; (2) Volume, Users, Materials and Impact of OTIS; (3) Records and Procedures; (4) Closing the Time Gap; (5) Cost of OTIS; (6) Problems and (7) Summary and Recommendations. (NH)

ED 042 481 LI 002 100
SPIRES (Stanford Physics Information Retrieval System) 1969-70 Annual Report.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Jun 70

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Annual Reports, Automation, Computers, Display Systems, Information Needs, *Information Retrieval, *Information Systems, *Information Utilization, *Man Machine Systems, *Physics, Programming, University Libraries

Identifiers—SPIRES, *Stanford Physics Information Retrieval System

For those unfamiliar with the Stanford Physics Information Retrieval System (SPIRES) an introduction and background section is provided in this 1969-70 annual report. This is followed by: (1) the SPIRES I prototype, (2) developing a production system—SPIRES II and (3) system scope and requirements analysis. The appendices present: (1) Stanford Campus Facility software and hardware, (2) Stanford Linear Accelerator Center participation in SPIRES, (3) preprints in particles and fields (PPF), (4) SLAC publications list (sample pages), (5) the system development process, (6) system development phase activity, (7) phase relationships and products, (8) major milestones and schedules, (9) project organization, (10) scope of SPIRES II system, (11) tutorial-information storage and retrieval, (12) SPIRES II shared facilities and (13) search guides for PPF and IPF (In Process File). See ED 034 553 for the 1968 annual report. (NH)

ED 042 482 LI 002 101

Report of the Commissioner of Education's Committee on Library Development.

New York State Education Dept., Albany.
Spons Agency—New York State Education Dept., Albany. Div. of Library Development.

Pub Date 70

Note—86p.

Available from—Gift and Exchange Section, New York State Library, Albany, New York 12224 (\$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Library Networks, *Library Planning, *Library Services, *Public Libraries, *School Libraries, Special Libraries

Identifiers—*New York

The background section discusses the current status of library development in New York State including: (1) school libraries, (2) public libraries, (3) college and university libraries, (4) special libraries, (5) systems and networks and (6) library functions at the state level. The committee's recommendations cover: (1) user access to library services, (2) structure and relationships, (3) special categories of library services, (4) the government of libraries, (5) the resources of libraries, (6) research and evaluation and (7) finance. A bibliography of studies and reports relating to library development in New York State and to national library standards precedes the appendix of selected excerpts from New York State Education Law and Regulations of the Commissioner of Education in effect June 1970. (NH)

ED 042 483 LI 002 102

A Guide for Montana School Libraries: A Manual of Basic Library Procedures for Montana Schools, Developed by Montana Teachers and Librarians.

Montana State Dept. of Public Instruction, Helena.

Pub Date 69

Note—44p.; Revised edition

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Guides, *Librarians, Library Materials, *Library Planning, Library Programs, *Library Services, Library Technical Processes, Manuals, *School Libraries

Identifiers—*Montana

Basic procedures for setting up a new school library or for maintaining an established one are described to help economize the librarian's efforts and assist in establishing effective organization. Use of this guide to streamline library routine will give librarians more time to assist school personnel and to develop a better total library program. Subject areas covered include: (1) school library services, (2) library personnel, (3) library quarters, (4) developing the collection, (5) ordering materials, (6) processing and shelving, (7) classification and cataloging of library materials, (8) weeding and discarding, (9) repair of materials, (10) inventory, (11) loan or circulation system, (12) student aide and library clubs, (13) teaching the use of the library and (14) library reports. Appendix A contains basic professional aids for school libraries, Appendix B is a display of sample cards and Appendix C has sample regulations for loan desk procedures to be followed by student aides. (NH)

PS

ED 042 484 PS 002 981

Weikart, David P.

Comparative Study of Three Preschool Curricula.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 69

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development, Santa Monica, California, March, 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Comparative Analysis, Compensatory Education Programs, *Curriculum, *Disadvantaged Youth, Educational Experiments, Educational Objectives, Parent Participation, *Preschool Programs, Program Administration, *Program Evaluation, Staff Utilization

Identifiers—Bereiter Englemann Language Training Project, Project Head Start, Ypsilanti Perry Preschool Project

This project was designed to compare three preschool curricula, with staff model and program operation held constant. The curricula were (1) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school, (2) a cognitively-oriented curriculum developed by the Ypsilanti Perry Preschool Project, and (3) the Bereiter-Englemann language training curriculum. All three of these programs have carefully planned daily activities and clearly defined week-by-week goals. The subjects for the study were 3- and 4-year-old functionally retarded disadvantaged children. There was a no-treatment control group. Teachers conducted classrooms and home teaching sessions within the curriculum style they chose. The results of pre- and posttest tests (including the Stanford-Binet and Peabody Picture Vocabulary Test) are highly unusual. The gain scores of the treatment groups are remarkably high (significantly higher than the control group's scores), but there is no significant difference in scores among the three different curricula suggesting that the variables held constant in this experiment (staff model, method of project operation, and specific task orientation of the curricula) are at least as important as curriculum content in producing favorable developmental gains. (MH)

ED 042 485 PS 003 134

Nurss, Joanne R. Day, David E.

Development of Grammatical Structures in Preschool Age Children.

Pub Date Mar 70

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Comprehension, *Educational Experiments, Imitation, *Language Development, *Preschool Programs, *Program Evaluation, Socioeconomic Status, Validity

The purpose of this study was to describe the level of language maturity and the effect of a preschool language program on the language

development of urban, Southern 4-year-olds. The 147 subjects (57 lower status blacks, 40 lower status whites, and 50 upper status whites) all participated in five-day per week prekindergarten programs. Dependent variables were measured by use of the Day Language Screen and the Brown, Fraser, Bellugi Test of Grammatical Contrasts. The Day Language Screen measures proficiency in certain receptive and expressive aspects of standard American English, while the Test of Grammatical Contrasts assesses ability to imitate, comprehend, and produce selected grammatical structures. Analysis of the Language Screen data revealed that, while no significant sex or sex-status-race interaction effects occurred, there were significant status-race effects on pretest, posttest, and gain scores. Upper class subjects had higher pre- and posttest scores, but lower class subjects of both races had larger gain scores. The upper class group scored significantly higher on all three tasks of the Test of Grammatical Contrasts, while, between the two lower class groups, the whites scored higher on the comprehension task, blacks on the imitation, and there was no significant difference on the production. (MH)

ED 042 486

PS 003 297

Silberstein, Ruth

Risk-Taking Behavior in Preschool Children from Three Ethnic Backgrounds.

California Univ., Los Angeles. Center for Head Start Evaluation and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Anglo Americans, Disadvantaged Youth, *Mexican Americans, Negroes, Preschool Children, *Reinforcement, *Rewards, *Risk, *Sex Differences

Compared to other children, Mexican-American children seem less responsive in test-taking and classroom situations. This behavior may be due to a generalized tendency to be conservative risk-takers. This study investigates aspects of this problem by testing four hypotheses: (1) that Mexican-American preschoolers would take fewer chances on a risk-taking test than their Anglo-American or Negro peers, (2) that this inter-group difference would increase as the material value of the reward (candy, rather than praise) increased, (3) that fewer chances would be taken following failure than following success, and (4) that boys would take more chances than girls, regardless of ethnicity or reward. The subjects, 60 Negro, 79 Mexican-American, and 25 Anglo-American Head Start children, were all given a risk-taking task developed for this study. The subjects were assigned on a stratified random basis to one of three treatment groups based on reward: beads, candy, or verbal praise. Analysis of the data showed no significant differences between ethnic groups, sexes, treatments, or for effects of failure and success. However, as predicted, Mexican-Americans took significantly fewer chances with candy reward, while Negro and Anglo-Americans took fewer chances with bead and praise reward. (MH)

ED 042 487

PS 003 315

Cross, Marie Z.

A Nutritional Survey of Children in Head Start Centers in Central United States.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Nov 67

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Eating Habits, Lunch Programs, *Nutrition, Preschool Programs, *Questionnaires, *Validity

Identifiers—Project Head Start

The purpose of this study was to investigate the effectiveness of a questionnaire in evaluating the nutritional status of Head Start children in rural, small city, and urban areas in central United States. The questionnaire, which was primarily concerned with the food preferences of the children, was filled out by the mother of each of the 154 children in the study. Nutritional data was also obtained from analysis of one week's menus from each of the Head Start centers involved in the study. The only quantitative data obtained

from the questionnaires was the amount of milk consumed by each child. Answers were so nutritionally favorable that it is suspected that the mothers may have given answers they felt they should give, rather than actual milk amounts. The foods reported as being preferred by the children are valuable sources of nutrients. The Head Start food programs, as reported in the menus, were nutritionally adequate for the one meal served. There were no significant differences in food preferences of the children in the three different areas studied nor in the types of food served in the Centers in these areas. The questionnaires proved to be of questionable value because of the paucity of data they generated concerning quantities of food, but the data was helpful in determining food preferences. (MH)

ED 042 488

PS 003 316

Bass, William M. Ferris, M. Scott

Anthropometric Measurements of Children in the Head Start Program.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Nov 67

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Dental Evaluation, *Physical Characteristics, *Physical Development, Preschool Children

Identifiers—*Anthropometry, Project Head Start

This is a brief preliminary report of an anthropometric measurement study of a group of Head Start children. The areas of primary concern were patterns of tooth eruption and basic head and body dimensions. Permanent Head Start personnel were trained to make the observations and measurements. The sample consisted of 148 children (76 boys, 72 girls) between 4 years 4 months and 6 years 7 months old. The measurements taken included head length, head breadth, total facial width, total facial height, weight, height, acromial height, styloid height, dactylion height, suprasternal height, symphyseal height, and various dental observations. The following observations of tooth eruption patterns were made: (1) between 4 and 5 years, both boys and girls were consistently missing their first permanent molar, (2) between 5 and 6 years, girls showed the largest number of erupted 6-year molars and both central and lateral incisors, (3) girls were also missing their deciduous teeth at this age, and (4) between 6 and 7 years, boys catch up to girls in incidence of erupted 6-year molars and incisors. Actual data is not included in this report. (MH)

ED 042 489

PS 003 318

Rosenfeld, Howard M. Russell, Richard L.

Influence Techniques in Dyads Composed of Interdependent Middle and Lower Class Preschool Children. Final Report

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Aug 67

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Behavior Patterns, *Interaction Process Analysis, *Preschool Children, Puzzles, Sex Differences, Social Differences, Socioeconomic Status, Task Performance

The procedures by which children from lower and middle class backgrounds attempt to obtain rewarding outcomes from each other were observed under semicontrolled conditions. Ten male and 9 female dyads, each composed of 1 middle class and 1 lower class preschool child, were required to complete 12 simple block puzzles in which each was given some of the pieces his partner needed. Rewards were given for cooperative or competitive performance. "S"s in the two socioeconomic groups demonstrated similar behavioral repertoires. Their behavior usually involved the physical manipulation of puzzle pieces, rather than attempts to influence their partners. About 3/4 of all observed interpersonal acts could be categorized into taking, delivering, and demanding puzzle parts. Middle class "S"s were more successful in general, but their demands were complied with less than were those of lower class "S"s. When competitive conditions were first, "S"s emitted more acts in both payoff conditions than when cooperation was first. This ef-

fect was strongest among lower class girls, possibly because of dominance of female models in the lower class home environment. A followup study on 2 very low performing lower class subjects revealed that their responsiveness increased greatly when paired with familiar lower class partners in their own preschool environment. (Author)

ED 042 490

PS 003 321

LeBlanc, Judith M.

Errorless Establishment of a Match-to-Sample Form Discrimination in Preschool Children. I. A Modification of Animal Laboratory Procedures for Children. II. A Comparison of Errorless and Trial-and-Error Discrimination. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—KU-HSERC-TR-4

Pub Date Aug 68

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Cues, *Discrimination Learning, Learning Processes, Preschool Children, Research Methodology, Task Performance, *Teaching Techniques, Visual Stimuli

Identifiers—*Errorless Learning

A sequence of studies compared two types of discrimination formation: errorless learning and trial-and-error procedures. The subjects were three boys and five girls from a university preschool. The children performed the experimental tasks at a typical match-to-sample apparatus with one sample window above and four match (response) windows below. Each of the children performed eight tasks, each involving a fifty-two slide presentation in eight different sessions. The errorless and trial-and-error tasks were alternated. The task slides were pictures of geometric figures that were rotated at different angles from the sample orientation of 0 degrees. Results revealed that the design of the tasks was insufficient for the purposes of the experiment. No errorless learning occurred, because criterion discrimination was too difficult. Subsequent experimentation with adults indicated that the tasks were too similar to permit the desired comparisons. (MH)

PS 003 322

ED 042 491

PS 003 322

Favell, Judith Elbert And Others

An Experimental Analysis of Error Interaction on "Errorless" and Trial-and-Error Programs. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—KU-HSERC-TR-5

Pub Date Aug 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Cues, Culturally Disadvantaged, *Discrimination Learning, *Learning Processes, Preschool Children, Rewards, Task Performance

Identifiers—Errorless Learning, Project Head Start

In this study of errorless learning a procedure is tested which allows the subject himself to adjust the speed at which a supplementary stimulus aid is withdrawn. A standard match-to-sample apparatus with 1 sample window above and 4 matching (response) windows below was used. Tokens were delivered for correct responses and the correct matching window could receive extra illumination to provide the supplementary stimulus aid. Four children between the ages of five and eight from a lower income neighborhood served as subjects. The research involved 3 phases: (1) a preliminary measurement of task performance without the extra-dimensional cue, (2) a set of trials in which the subject could produce the supplementary aid, and (3) a set of trials in which the subject could produce the extra cue, but only at the cost of a subsequent loss of tokens. It was hoped that in this final phase a self-programmed fading out would occur. However, the subjects never phased out the supplementary stimulus aid, possibly because of the time lag between task aid and token loss. (MH)

ED 042 492 PS 003 323

Kolb, Doris H. Eitel, Barbara C.

A Program of Stimulus Control for Establishing a One-Minute Wait for Reinforcement in Preschool Children. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-6

Pub Date Aug 68

Note—30p.; An earlier report (November, 1967) is available as ED 021 642, MF-\$0.25; HC-\$1.20

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Behavior Change, *Conditioned Response, Discrimination Learning, Error Patterns, Learning Processes, Preschool Children, *Reinforcement, *Scheduling

As a result of findings of a previous study, this study, which sought to program preschool subjects to wait one minute for reinforcement, used pause-building procedures before delay conditions were started. The children, 3- to 5-year-olds, were designated either Baseline (control) subjects (n=3) or Programmed (experimental) subjects (n=5). Though procedures varied in detail for each subject, the general plan followed was for the Baseline subjects to be put right into 60 second delay periods (after initial pause-building training) and for the Programmed subjects to receive a program of training steps in addition to the pause-building training before facing the 60 second delay of reinforcement. These training steps involved multiple schedules of continuous reinforcement and progressive differential reinforcement, discriminative stimuli that were gradually faded out, and increasing delay of reinforcement. The pause-building training, apparently a prerequisite for successful entry into the training program, was effective, and so was the programmed training for the experimental group, but only up to the point where discriminative stimuli for not responding were faded out. (MH)

ED 042 493 PS 003 324

Rosenfeld, Howard M.

Social Facilitation of Head Start Performance. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-10

Pub Date Aug 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Culturally Disadvantaged, *Motivation, *Peer Relationship, Performance Factors, Preschool Children, *Social Adjustment, Task Performance

Identifiers—*Head Start

A study was designed to test the effects of the presence of age-mates on the preacademic performance of socially unresponsive, disadvantaged preschool children. Each of four low performing male subjects was confronted with three high performing male and three low performing male peers. Of the peers in each of the two performance groups, one was from a middle class preschool, one from a different lower class preschool, and one from the subject's lower class preschool. The subject went through a match-to-sample discrimination task session with each of his 6 peers. All of these sessions included 4 conditions: (1) baseline alone with experimenter, (2) observed by peer, (3) competing with peer, and (4) final baseline. Results showed that the subjects deteriorated in performance compared to baseline when familiar peers observed, but that their performance improved when they competed with low performing familiar peers. Subjects' performance in the observation phase was only superior to baseline when the observer was a middle class high performer. The small sample size, however, renders any generalizations from these results highly speculative (MH)

ED 042 494 PS 003 325

Henning, C. Wallis

An Investigation of the Effects of Teacher Verbal Reinforcement as it Relates to Scholastic Aptitude and Achievement with Elementary School Children. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-11

Pub Date Aug 68

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Academic Achievement, *Achievement Gains, Analysis of Variance, Grade 1, Kindergarten, *Positive Reinforcement, *Teaching Techniques

Identifiers—PPVT, Preschool Inventory, Project Head Start

The purpose of this study was to determine whether or not systematic verbal positive reinforcement administered by two relatively unsophisticated teachers would favorably affect students' achievement scores. Two kindergarten and two first grade classes served as the experimental population with ten students from each class and one teacher from each grade comprising the experimental group. All children were pre- and posttested on the Caldwell-Soule Preschool Inventory and the Peabody Picture Vocabulary Test (PPVT). Scores of the PPVT pretest and the Pintner-Cunningham (given to all kindergarten children) were held constant to control for intelligence differences. The experimental teachers were trained to administer appropriate positive reinforcement to their students. Study results showed that they considerably increased their positive reinforcement output from earlier baseline measures. The control teachers used positive reinforcement about as often as they had at baseline. Analysis of the Caldwell-Soule pre- and posttest scores revealed enough significant differences to support the contention that a program of systematic verbal positive reinforcement does favorably affect the achievement of kindergarten and first grade students. (MH)

ED 042 495 PS 003 326

LeBlanc, Judith M.

An Experimental Analysis of Procedures for Increasing Specific Vocalizations of Children Who Do Not Develop Functional Speech. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-12

Pub Date Aug 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Association (Psychological), *Environmental Influences, *Language Development, Learning Processes, Reinforcement, Speech, *Verbal Development

To gain some insight into the problem of deviant speech development in low income populations, this study investigated the environmental factors that encourage the development of normal speech. Two specific questions were examined in this study: (1) If specific vocalized environmental sounds are presented contiguously with reinforcement, will subject vocalizations of that sound increase? and (2) Would establishing specific environmental sounds as discriminative for reinforcement produce increases in subject vocalizations of those sounds? Subjects were a 13-month-old female and a 10-month-old male. Experimental manipulations involving recording of environmental sounds and a stimulus presentation tape established the conditions in question: specific vocalized environmental sounds presented contiguously with reinforcement and specific environmental sounds established as discriminative for reinforcement. Findings indicated that, for these subjects, pairing sounds with reinforcement produced no effects on rate of vocalization of these sounds, but that making these sounds discriminative for reinforcement did increase subjects' rate of vocalization. (MH)

ED 042 496 PS 003 327

Reese, Nancy Mann

Cross-Cultural Verbal Cooperation. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-15

Pub Date Aug 68

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Age Differences, *Social Differences, *Social Relations, Socioeconomic Status, Task Performance, *Verbal Communication

Identifiers—Project Head Start

This pilot study sought to investigate the verbal cooperative behavior of middle class and lower class children when paired with same and opposite SES partners. The subjects were 12 boys and 12 girls ranging in age from 4-1 to 5-4. In the experimental situation, 2 children were seated facing each other across a table. Each of them had five pictures in front of them that they had previously been trained to identify and match by name. A board in the middle of the table prevented one subject from seeing the other's pictures. The subjects were told to point to the pictures, one at a time. If they both pointed to the same picture, they both received token reinforcement that could later be redeemed for toys. To assure a match, one subject would have to tell the other which picture he was pointing to (initiation) and the other subject would have to point to the same one (matching). Contrary to expectation, on both older and younger age levels, lower class children initiated responses more often than middle class children. (MH)

ED 042 497 PS 003 328

Doke, Larry A.

Stimulus Generalization Across Individuals Along Dimensions of Sex and Race: Some Findings with Children From an All-Negro Neighborhood. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-17

Pub Date Aug 69

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Conditioned Stimulus, *Discrimination Learning, Pictorial Stimuli, *Psychological Studies, Race, Reinforcement, Response Mode, Sexuality, Stimulus Behavior, *Stimulus Generalization

Identifiers—Project Head Start

Four male and five female Negro children (ranging in age from 5 to 9 years) served in an experimental comparison of the discriminative control exerted by sex and race aspects of other children. A baseline was established in which color photostudies of a Negro girl and a Caucasian boy differentially controlled responding on two push buttons. Responses during test probes picturing children from each race-sex grouping indicated predominant control by the stimulus dimension of sex. Six of the subjects were then reinforced for differentially responding to photostudies of Negro and Caucasian children. During subsequent training, photostudies of new individuals were introduced. Responses during test probes which followed each of these phases showed no generalization along a stimulus dimension of race. Effects of racial stimulus class labeling upon generalization were studied in a final phase following a multiple baseline design across subjects. It was found that for four subjects a verbal stimulus class labeling requirement, when paired with differential reinforcement for button-pushing, was sufficient to shift control to a dimension of race. (Author)

ED 042 498 PS 003 329

Cooper, Margaret L.

Experimental Analysis of Effects of Teacher Attention of Preschool Children's Block Building Behavior. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-18

Pub Date Aug 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Behavior Change, Preschool Children, Psychomotor Skills, *Reinforcement, *Skill Development, Social Reinforcement, *Teaching Techniques

Identifiers—Project Head Start

This study was designed to demonstrate the effects of teacher attention given for specific responses children show when using building blocks. These included the responses of combining triangles to make rectangles, stacking diverse

pieces to make a tower, making stairs, making a variation on a model, and making a house-like, enclosed, roofed structure. Social reinforcement involved the teacher's approving attention, occasionally supplemented by a Polaroid snapshot of a successful or near-successful construction. Experimentally-produced changes in these behaviors during test sessions were displayed for three preschool children. For two children, training (prompting and reinforcing during block play) produced the desired behavior on the trained tasks, but no development was observed on untrained tasks. For the third child, the desired behaviors followed training on three of four trained tasks; but there was no change in response on the fourth task (after four days of training). A fifth task was not trained; nevertheless, appropriate behavior occurred during the last two days of the study. (MH)

ED 042 499 PS 003 330

Thomson, Carolyn L. Cooper, Margaret L.
The Modification of Teacher Behaviors Which Modify Child Behaviors. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-19

Pub Date Aug 69

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Behavior Change, Electromechanical Aids, Feedback, *Preschool Teachers, Reinforcement, Social Development, *Teacher Behavior, *Teacher Education

Identifiers—Project Head Start

This study on behavior modification training examined the effect of frequent feedback to reinforce a teacher's attending to appropriate child behaviors. Two Head Start teachers were selected as subjects. Baseline observations, training, and posttest observations were made of both teachers. Training involved feedback to the teachers every 10 minutes on the appropriateness of their reinforcing techniques. Data from observations indicated that feedback was an important factor in modifying the behavior of the teachers. In addition, teachers were equipped with hearing-aid type receivers, so that they could receive immediate and continual feedback. The dependent measure of this phase of the study was the behavior of the children the teacher was attempting to help. The desired teacher behaviors and student behaviors increased greatly. One of the teachers generalized to the entire class the lessons she had been taught for a specific target child. Measurement of teacher effectiveness through measurement of child behaviors appears worthy of further exploration. (MH)

ED 042 500 PS 003 331

Cooper, Margaret L.

A Shoe is to Tie: A Film Demonstration of Programming Self-Help Skills for Preschool Children. Progress Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—KU-HSERC-TR-20

Pub Date Aug 69

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Films, Mechanical Skills, Motor Development, *Preschool Children, Self Care Skills, *Skill Development, *Teaching Techniques

At the Edna A. Hill Preschool Laboratories at the University of Kansas, children between the ages of two and five are being taught two kinds of precise skills, some to prepare them for the academic world and others to enable them to care for themselves more independently. Behavior analysis and application of reinforcement principles make earlier skill development possible. In this program, skills are programmed by simplifying the steps, isolating the specific responses, and consistently reinforcing correct responses. The amount of time and effort exerted by both child and adult is greatly decreased. An example of a self-help skill taught in this program is shoe-tying. As the child learns the skill, he is reinforced, the extra-long laces are shortened, and the instructions are phased out until he can tie his own shoes with no instructions. Through such programming, skills have been successfully

and easily taught to children in the program at earlier ages than would traditionally be expected. (MH)

ED 042 501 PS 003 393

Standards and Costs for Day Care.

Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—After School Programs, *Costs, *Day Care Services, Equipment Standards, Food Standards, Foster Homes, Medical Services, *Standards, Summer Programs

This analysis projects standards and costs for three types of day care situations: (1) care in a center for the full day; (2) care in a foster home for the full day; and (3) care in a center before and after school and during the summer. Standards are given for three levels of quality of day care: minimum (maintains the health and safety of the child, but provides relatively little for his developmental needs), acceptable (provides a basic program of developmental activities as well as minimum care), and desirable (includes the full range of general and specialized developmental activities suitable for individualized development.) Costs for day care programs vary greatly throughout the country, reflecting salary and other variables and differences in kinds of services available to the child (such as Medicaid.) The costs shown may be reducible if space or transportation is donated, if services such as medical care are available through other funding sources, or if fees are paid by parents. The four attached tables present standards and costs for the three day care situations, plus a comparative summary and estimate of national costs. (Author/NH)

ED 042 502 PS 003 402

Hurd, Gordon E.

Preprimary Enrollment Trends of Children Under Six: 1964-1968.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-16001

Pub Date Feb 70

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45, No. HE 5.216:16001)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Age, Census Figures, *Early Childhood Education, *Enrollment Trends, Family Characteristics, Family Income, Geographic Location, *Kindergarten Children, Occupations, *Preschool Children, Racial Composition, *Statistical Data

Office of Education annual reports have yielded this statistical description of preprimary enrollment trends and changes during the period from 1964 to 1968. This report contains four pages of text, summarizing in prose form the significant trends and enrollment patterns and citing the source and reliability of the data. Information described and graphed includes total preprimary enrollment of 3-5 year olds; cumulative percentage increase of preprimary enrollment of 3-5 year olds; and analysis by age, color, region, family income, occupation of head of household, and place of residence. The most striking trend is the yearly rise in the number of 3-5 year olds enrolled even though there was a yearly decline in the population of this age group. In 1968, 33% of this population was enrolled. The report concludes with four extensive tables of data. (MH)

ED 042 503 PS 003 404

Program-Project Resumes, 1969-1970.

National Lab. on Early Childhood Education, Urbana, Ill. National Coordination Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Pub Date [70]

Note—360p.

EDRS Price MF-\$1.50 HC-\$18.10

Descriptors—*Early Childhood Education, Federal Programs, *Preschool Children, *Preschool Programs, *Program Descriptions

Identifiers—*National Laboratory On Early Childhood Education

This collection of 120 project resumes is a survey of programs, projects, and activities in

progress at the National Coordination Center and at each of the seven centers associated with the National Laboratory on Early Childhood Education. Each resume is coded according to laboratory category and name of center involved. The title of each specific project and the name of the projects' principal investigator is given. Each resume includes a capsule statement of goals, rationale, method, characteristics of users, expected results, and evaluation procedures. (WY)

ED 042 504 PS 003 412

Ortar, Gina Carmon, Hanna

An Analysis of Mothers' Speech as a Factor in the Development of Children's Intelligence.

Hebrew Univ. of Jerusalem (Israel).

Spons Agency—Ministry of Education and Culture, Jerusalem (Israel).

Pub Date Aug 69

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—Cross Cultural Studies, Early Experience, Family Environment, *Intellectual Development, *Language Patterns, Language Usage, *Oral Communication, *Parent Child Relationship, *Sociocultural Patterns, Speech Evaluation

The present study aimed: (1) to systematically describe and classify the speech input received by children of specified ages from their mothers in the home, (2) to investigate the interdependence between the quality of the mother's speech, her socio-cultural background, and her children's level of intelligence, and (3) to determine whether some attributes of the mother's speech can be modified if she wishes. The speech of 57 mothers from two ethno-cultural groups was recorded during two 60-minute sessions in each home. Siblings of two ages were observed: a child not yet talking (about 1 year old), and a child already talking (about 3 years old). A third visit yielded background information from the mother, and during a fourth visit (1 year later), the older child and the mother were given intelligence tests. The units of speech analyses were words and sentences, dealing with speech aspects of amount, content, and form. Although all variable factors affecting verbal behavior were not controlled, study results yielded (1) meaningful measurement of four aspects of speech, and establishment of preliminary norms to evaluate a mother's manner of speech, (2) significant correlations of the children's intelligence level with the measures of mothers' speech, and (3) preliminary indications that readiness and ability of the mother to modify her speech is correlated with her intellectual level (part of an ongoing experiment). Appendices are included. (Author/NH)

ED 042 505 PS 003 417

Spaulding, Robert L.

The Southside Experiment in Personalized Education.

Duke Univ., Durham, N.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 10 Apr 69

Note—16p.; Article based on remarks presented at the National Society for Programmed Instruction Annual Convention, Washington, D.C., April 10, 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Audiovisual Aids, Classroom Environment, *Curriculum Planning, *Elementary School Curriculum, Experimental Programs, *Individualized Instruction, Program Content, *Programed Instruction, Student Grouping, Student Participation, Student Teacher Relationship

Identifiers—Dalton Plan, Durham Education Improvement Program, Individually Prescribed Instruction, *Personalized Educational Programming

In order to provide more participation by students in making the day-to-day decisions of academic life, the Southside School in Durham, North Carolina is presently involved in a 5-year experimental program for disadvantaged children. A part of that program is a pilot project of individualized instruction which permits continuous progress with increasing degrees of freedom, responsibility, and decision-making on the part of the students. The project, called Personalized Educational Programming, involves 60 first-, second-, and third-graders who are grouped into four family groups or "prides" that meet periodically for planning or group activity. Each child

plans his own daily schedule with the assistance of a teacher and within the specific time constraints and subject requirements for that day. Guidelines, suggested projects, and sample schedules are posted for students' perusal. The amount of freedom and autonomy an individual student is permitted depends on his past demonstrations of personal responsibility. The project has been operating since September, 1968, and evaluations are scheduled for summer, 1969, and the 1969-70 school year. (MH)

ED 042 506 PS 003 418

Harrison, Frederica Thogerson, Ann
A Parent-Child Center, November-December 1968.

Duke Univ., Durham, N.C.

Pub Date Dec 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Classroom Environment, *Cognitive Development, *Culturally Disadvantaged, Educational Improvement, *Language Development, Mother Attitudes, *Parent Child Relationship, Parent Participation, Parent Teacher Cooperation, *Preschool Programs

A Parent-Child Center Program was designed to test the theory that a major cause of a disadvantaged child's academic problems is the lack of proper maternal support. The 10 subjects for this study of program effectiveness were black, without husbands, and each had a 1 1/2 to 3-year-old child. Mothers met twice a week for 6 weeks in a 2-part program that focused (1) on their children's language development and (2) on their own development in child rearing, cooking and sewing skills. A preschool teacher gave instructions on how to stimulate children's language development and motivation to learn through appropriate use of day-to-day experiences. Group discussions were encouraged at these meetings. The children had a special program, too, that was intended to provide experiences in an environment that fostered cognitive, perceptual, and language development. The program took place in a well-equipped kindergarten room and was based on children's need for order and predictability, an alternating pace, mediated experiences, a sense of success and a general language facility. Measures taken of both mothers and children provided description of subjects, program evaluation, and evaluation of the measuring instruments used. The program activities were judged to be appropriate for the subjects. (MH)

ED 042 507 PS 003 424

Gallagher, James J. And Others

The Social Maturity of Disadvantaged Children.

Special Studies Project '2:

Duke Univ., Durham, N.C.

Report No.—ELP-SS-2

Pub Date Feb 67

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Behavior Change, Communication Skills, Depressed Areas (Geographic), Emotional Development, *Kindergarten Children, Psychomotor Skills, Self Care Skills, *Social Characteristics, Social Development, *Socioeconomic Influences, *Test Results

Identifiers—Education Improvement Program, Stanford Binet, *Vineland Social Maturity Scale

To determine development patterns of the disadvantaged child at the age when he comes into contact with a school program, a comparison was made of the test performances of 25 primary school children on the Stanford-Binet and the Vineland Social Maturity Scale. Test batteries were given in fall and in spring. The Binet test was administered at school, the Vineland at home through social work interviews. Each child's performance was examined in terms of items succeeded and items failed on the Vineland. Early failures and late successes were categorized, identifying subareas of good and poor development. There was a substantial difference between the mean scores on the Binet and the Vineland Scale. Only four children had a Binet quotient equal to or superior to their Vineland quotient. Children excelled primarily in the self-care areas, being able to feed and dress themselves at an age level much beyond their skills in other areas. They were also able to use small tools to do routine household tasks. Failures tended to occur in the areas of communication, general self help, and locomotion. In regard to neighborhood ex-

ploration, children appear to be overprotected by their parents. Evaluation of the disadvantaged child's social skills should include many developmental dimensions. (NH)

ED 042 508 PS 003 428

Earhart, Eileen M.

Classification and Attention Training Curricula for Head Start Children.

Michigan State Univ., East Lansing.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 6 Mar 70

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minnesota, March 6, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Attention, *Classification, Concept Teaching, *Curriculum Development, Discovery Learning, Learning Activities, Manipulative Materials, *Preschool Children, Program Descriptions, *Training Techniques, Visual Learning

Identifiers—Project Head Start

The needs and capabilities of 4-year-old Head Start children were considered in development of classification and attention training curricula, including: (1) sensory exploration through object manipulation, (2) variety of high-interest materials, (3) change of pace during the lesson, (4) presentation of learning activities as games, (5) relating of new terms to the child's experience and vocabulary, and (6) instructing the child in concept meanings before asking him to follow directions using those concepts. Twenty lessons were developed in classification training, which emphasized labeling, description, likenesses and differences, and categorical grouping of such objects as plastic fruits, toy airplanes, and wearing apparel. A guided discovery method encourages the child to detect and recognize relationships for himself. Attention training lessons used materials such as stimulus shapes, parquetry blocks, and three-dimensional animals. The child learns to observe the characteristics of objects and then select like objects. For attention training, a minimum of verbalization and labeling is used as the child is encouraged to focus on visual stimuli. Head Start teachers have reacted positively to these curricula. (NH)

ED 042 509 PS 003 437

Meyer, William J. Lindstrom, David

The Distribution of Teacher Approval and Disapproval of Head Start Children. Final Report.

Syracuse Univ., N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Classroom Environment, Learning Theories, *Preschool Teachers, Race, *Racial Attitudes, Reinforcement, Sex Differences, *Social Discrimination, Student Behavior, *Student Teacher Relationship, Teacher Aides, *Teacher Attitudes, Verbal Communication

Identifiers—*Head Start, Office Of Child Development

The main purpose of this study was to determine whether or not a sample of white and Negro Head Start teachers exhibited any bias toward a particular sex or race among their students. Bias was defined as a disproportionate distribution of verbal approval and disapproval. The children were also observed to determine their frequency of "blameworthy" and "praiseworthy" behaviors. A secondary purpose of the study was the observation of general classroom interaction in order to examine its relation to the principles of reinforcement learning theory. Thirteen classes (126 children in all) served as sample, each with a teacher and a teacher aide. Measurement involved pre- and posttesting, 4 hours of classroom observation, and extensive interviews. Results indicate that, with one or two exceptions, the teachers exhibited no racial or sexual bias. It was also found that the Head Start teachers used more disapproval than approval, a pattern of behavior inconsistent with the principles of general reinforcement theory for classroom interaction. Furthermore, the teacher's use of disapproval and approval was not contingent on specific behaviors. There was a significant negative relationship between teacher disapproval and an index of motivation. (MH)

ED 042 510 PS 003 438

Cowles, Milly And Others

Psycholinguistic Behaviors of Isolated, Rural Children with and without Kindergarten.

South Carolina Univ., Columbia. School of Education.

Pub Date 24 Apr 70

Note—18p.; Paper presented to the Southeastern Meeting on Child Development, University of Georgia, Athens, Georgia, April 24, 1970

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Compensatory Education Programs, *Early Experience, Educational Disadvantage, Grade 1, Inservice Teacher Education, *Kindergarten Children, *Language Skills, Linguistic Competence, Longitudinal Studies, Program Effectiveness, *Rural Education, Statistical Analysis, Test Results

Identifiers—Illinois Test Of Psycholinguistic Abilities, ITPA

This paper reports part of a longitudinal study to assess the psycholinguistic abilities of rural children given various educational opportunities. Twenty-two kindergartens were established, each with a teacher and a teacher aide. Prior to the opening of school, the staff was exposed to a six-week intensive training session. An inservice training program stressed personal and professional preparation throughout the year. The kindergarten program was informal but emphasized language development activities. Evaluation was based on the Illinois Test of Psycholinguistic Abilities (ITPA) administered to randomly selected samples of 32 no-kindergarten and 31 kindergarten children at the end of five months in their "enriched" first grades in high priority (low economic status) schools. Data processed through both multivariate analysis of variance and analysis of variance revealed that subjects with kindergarten experience scored significantly higher than those without kindergarten on six of the ten subtests. While the need for more carefully controlled research was indicated, early education did appear to be important for this population. (WY)

ED 042 511 PS 003 448

Adkins, Dorothy C. Herman, Hannah

Hawaii Head Start Evaluation—1968-69. Final Report.

Hawaii Univ., Honolulu. Head Start Research and Evaluation Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—192p.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors—Attendance, Classroom Environment, *Cognitive Development, Demonstration Projects, Enrichment Activities, *Language Development, Parent Attitudes, Parent Child Relationship, *Parent Participation, *Preschool Programs, *Program Evaluation

Identifiers—*Head Start, Preschool Language Curriculum, UHPLC, University Of Hawaii

The present study compared the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum (UHPLC) and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, P1, and one focusing on more general concepts of child development, P2); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance). Dependent measures included classroom observations, pre- and posttesting on a wide variety of tests, and interviews with mothers held at the beginning and end of the program. The sample consisted of eight Head Start classes. Among the major results of the study was the significantly superior performance of UHPLC children compared to children in the enrichment classes on many of the tests, including the Stanford-Binet, the Preschool Inventory, and subtests of the Illinois Test of Psycholinguistic Abilities. The classroom atmosphere, as measured by the Post Observation Teacher Rating Scales, was significantly better in UHPLC classes. Mothers active in parent programs showed improved attitudes towards children's education and increased tolerance towards children's chosen companions. (MH)

ED 042 512 PS 003 453

Stern, Carolyn And Others

Application of Group Dynamics Procedures to Promote Communication among Parents and Teachers.

California Univ., Los Angeles. Center for Head Start Evaluation and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Communication (Thought Transfer), *Compensatory Education Programs, *Group Discussion, Group Dynamics, Parent Attitudes, *Parent Teacher Cooperation, Teacher Attitudes

Identifiers—*Head Start

This Head Start study sought to determine whether or not increased communication among the four groups of adults most influential in the child's transition from preschool to kindergarten would lead to a greater similarity of goals and attitudes among these groups, and thus help the child to bridge the gap between preschool and school. The four groups of adults are the parents, kindergarten teachers, Head Start teachers, and day care teachers. Eight monthly meetings were scheduled for these groups with parents and teachers meeting separately. It was hoped that through these meetings parents and teachers would demonstrate a greater similarity in goals and attitudes. A control group had no such meetings. The groups were pre- and posttested on the ADRES (an alienation questionnaire, Attitude Differences Related to Economic Status) and the TEACH Scale (an assessment of achievement goals for 5-year-old pupils, Teacher Expectations of Achievement for Children in Head Start). Pretest differences between groups were highly significant, showing a gap between the educational values of the groups. Pre-post analysis of TEACH revealed a trend toward similarity in goals among members of the experimental group, although the small sample and poor parent attendance render the results statistically undependable. (MH)

ED 042 513 PS 003 454

Blumenfeld, Phyllis Keislar, Evan R.

The "Tell-and-Find Picture Game" for Young Children.

California Univ., Los Angeles. Center for Head Start Evaluation and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 70

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Educational Games, Instructional Materials, *Language Development, *Listening Comprehension, *Preschool Children, Reinforcement, *Space, Verbal Communication

Identifiers—Project Head Start, *Tell And Find Picture Game

The "Tell-And-Find Picture Game" is designed to teach both speaking and listening comprehension skills to preschool children. The game is arranged to provide a cooperative experience for two players who take turns in the role of a speaker and of a listener. In order to test the effectiveness of the game in encouraging cognitive gains, a pilot study was run in which the game was adapted to provide specific instruction on a number of spatial concepts. Thirty 4-year-old black Head Start children were pretested on these spatial concepts, and the 10 children who made the most errors were selected for the pilot study. These children played the game for 20 minutes on each of six days. On the seventh day, posttests, which were identical with the pretests, were administered. The children were also tested for affective response to the game. The outcome of these tests indicated that the children both enjoyed the game and improved their language skills of listening comprehension and verbal expression as a result of it. The emphasis on cooperation seemed to be a good feature. The study also suggested certain improvements in the game, some of which would decrease the dependence on the experimenter and make the players more autonomous. (MH)

ED 042 514 PS 003 455

Smith, Dennis R.

The Effect of Four Communication Patterns and Sex on Length of Verbalization in Speech of Four Year Old Children. Final Report.

State Univ. of New York Research Foundation, Buffalo.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 70

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Classroom Communication, Compensatory Education, *Language Development, *Peer Groups, Preschool Children, *Sex Differences, *Student Teacher Ratio, *Verbal Communication

The assumption that the dyadic communication pattern (one teacher-one student) is the most effective pattern for encouraging language and speech development among elementary and preschool children is tested in this study. Fifty-six 4-year-old children from the Task Force Head Start Program of Buffalo, New York, were observed in four different communication patterns and the mean length of their verbalizations was recorded. Also noted was the interaction of sex with each of the conditions. The patterns used were the dyad, the triad (1 experimenter and 2 children), the small group (1 experimenter and 3 children), and the role-playing triad (same as triad, but with children encouraged to act out roles). Analysis of the data revealed no significant inter-pattern differences in mean verbalization length, except that the small group elicited a statistically greater amount of speech than did the dyad (both with repetitions left in and with repetitions deleted). With and without repetitions, girls produced significantly more speech than boys. While the actual difference between the speech from the small group and from the dyad is small (less than one word per response), findings are important because they demonstrate that the dyadic situation may not be justified in terms of speech development, particularly since it is less economical of the teacher's time. (MH)

ED 042 515 PS 003 456

Herman, Hannah Adkins, Dorothy C.

Hawaii Head Start Evaluation Follow-Up-1968-69. Final Report.

Hawaii Univ., Honolulu. Head Start Research and Evaluation Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Achievement Gains, Behavioral Objectives, Behavior Problems, *Cognitive Development, Cognitive Objectives, Creative Activities, *Intelligence Quotient, Measurement, Perceptual Motor Learning, *Preschool Programs, *Program Evaluation, Socioeconomic Status, Summer Programs, Teacher Attitudes, Verbal Communication

Identifiers—Gumpookies, *Head Start, Preschool Inventory, Wechsler Preschool Primary Scale Of Intelligence, WPPSI

This study compared the performance of kindergarten children who had participated in a full-year Head Start program (FYHS) with that of children who had attended summer Head Start (SHS). FYHS subjects at each of two elementary schools were selected at random from eligible applicants. SHS comparison groups were made up primarily of children from the same initial lists of subjects. On a group of measures administered about 8 months after completion of the Head Start programs, no significant differences were shown between FYHS and SHS children, or between the two elementary school groups. SHS children, however, earned significantly higher IQ scores at the end of kindergarten than they had early in Head Start, and FYHS children showed a significant progressive increase in IQ over a 2-year period covering Head Start and kindergarten. This continuous increase in IQ is noteworthy, since previous studies have found a leveling-off effect following an initial gain in Head Start. It is recommended that follow-up studies concentrate on the long-range effects of FYHS programs with defined curricula focused on cognitive development. (Author/NH)

ED 042 516 PS 003 461

Van De Riet, Vernon Van De Riet, Hani

A Follow-up Evaluation of the Effects of a Unique Sequential Learning Program, a Traditional Preschool Program and a No Treatment Program on Culturally Deprived Children. Final Report.

Florida Univ., Gainesville.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Cognitive Development, *Culturally Disadvantaged, Followup Studies, Kindergarten, Language Development, *Learning Processes, Motivation, *Preschool Programs, *Program Evaluation, Self Concept

Identifiers—*Learning To Learn Program, Project Head Start

This is a followup study of second and third grade children who experienced differential treatment during their kindergarten year. A total of 72 disadvantaged black children comprised the sample which was divided into three groups. Group A received a special sequential Learning to Learn Program. Group B participated in a traditional kindergarten and Group C remained at home. At the end of the year, all subjects enrolled in a regular public school first grade. Developmental measures of the children taken periodically during the four-year study included the Stanford Achievement Test, subtests of the Wechsler Intelligence Scale for Children and the Illinois Test of Psycholinguistic Abilities. Early results revealed that the Learning to Learn Program accelerated the children's development, that the regular kindergarten group maintained their previous developmental level, and that the no-program treatment group fell behind in overall development during the kindergarten year. However, later results indicated that while the three groups maintained their order of mean developmental level, the differences among them decreased through the years, until, by the end of the third grade, differences were no longer statistically significant. (MH)

ED 042 517 PS 003 466

Van De Riet, Vernon Van De Riet, Hani

A Sequential Approach to Early Childhood and Elementary Education, Phase I. Grant Report.

Florida Univ., Gainesville.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Cognitive Development, Curriculum, *Early Childhood Education, Educational Change, *Educational Development, Educational Experiments, Individual Instruction, Perceptual Development, *Preschool Programs, *Program Evaluation, *Sequential Learning, Student Teacher Relationship, Teacher Aides

Identifiers—Learning To Learn Program, Project Head Start

The project on which this document reports intends to (1) implement a three-year and a four-year sequential curriculum based upon developmental concepts, (2) change the traditional roles of the teacher and the student, (3) accommodate individual differences in children's levels and learning rates, (4) involve parents in the education and cognitive development of their children, (5) use teacher assistants to free teachers for small group activity, and (6) carry out an extensive evaluation of the children in this program and compare them with control groups. The sequential curriculum is the Learning to Learn Program and the subjects are 44 4-year-olds and 42 5-year-olds. The experimental groups were exposed to the Learning to Learn Program, while the control groups entered a traditional preschool or kindergarten. At the end of the first year of the project, extensive developmental evaluation indicates larger gains for the experimental groups, especially among the 4-year-olds. Long range plans call for a continuation of the experimental and control conditions, accompanied by further testing, through the second grade. (MH)

ED 042 518 PS 003 677

The New Nursery School Research Project; Evaluating the Effectiveness of an Open, Responsive Environment in Achieving Selected Objectives of Early Childhood Education. Final Report.

University of Northern Colorado, Greeley.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Sep 69

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—*Autoinstructional Programs, Concept Formation, Correlation, Disadvantaged Environment, *Enrichment Programs, Language Skills, Nursery Schools, *Preschool Children, *Preschool Evaluation, Preschool Tests, Problem Solving, Program Effectiveness, Self Concept, *Spanish Americans, Tables (Data)

Identifiers—Categories Test, Cincinnati Autonomy Test Battery, New Nursery School, Preschool Inventory, Task Accomplishment Inventories, WPPSI

This final report describes the fourth year of the New Nursery School Program (NNS) set up for environmentally deprived, Spanish-surnamed 3- and 4-year-old children. The school was organized as an autotelic environment which the children (15 in each of two sessions) attended for 3 hours a day. Upon entering, children were pretested on the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and the NNS developed Categories ("C") test. Results of these tests and others were later compared and correlated with those of Group I, a similar sample of subjects, and Group II, advantaged preschoolers. Comparative analysis revealed few significant differences but indicated progressively less mean difference between the performance of NNS children and the advantaged group. The correlational analysis revealed no significant relationships, but it highlighted the need for other approaches to measure self-image. Longitudinally, public school teachers reported no difference between prior NNS graduates and other deprived children in terms of class standing. Improved daily attendance, increased confidence in individual ability, and positive attitude toward schoolwork are listed as qualitative gains for graduates of the program. Another report on the NNS program is available as ED 036 320. (WY)

RC

ED 042 519 RC 004 512
Southwestern North Carolina Planning and Development Commission. Investment Program, Fiscal Year 1971.

Southwestern North Carolina Planning and Development Commission, Sylva.
Pub Date 1 Apr 70

Note—48p.
EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Developmental Programs, Economics, Education, Health, *Human Resources, Labor Supply, Migration Patterns, *Natural Resources, *Planning Commissions, *Rural Development, State Federal Aid, Tables (Data)

Identifiers—*Appalachia, North Carolina
Six counties (Cherokee, Clay, Graham, Jackson, Macon, and Swain) in southwestern North Carolina have formed a planning and development commission which is legally responsible for all project approval in the area. In the document, a brief history of each county is provided in terms of what has been done in relation to the natural and human resources. Projects planned for 1971, such as new buildings for the technical institutes serving the counties, are described. (LS)

ED 042 520 RC 004 523
Achilles, Charles M.

Cooperative Action on the Educational Problems of Appalachia.

Pub Date Aug 69
Note—9p.; Paper presented at the Appalachia Educational Laboratory Annual Meeting (Charleston, West Virginia, August 1969)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Agency Role, *Change Agents, College Administration, *Cooperative Planning, *Educational Needs, Federal Legislation, *Higher Education, Innovation, Institutional Role, *Rural Education, Socioeconomic Influences

Identifiers—*Appalachia

Institutions of higher education in Appalachia need to examine their role as the primary leaders of educational change in terms of solving the educational problems of the region. The uniqueness of the Appalachian region (which might be characterized as a closed system), coupled with identifiable regional needs, should be conducive to a recognition of appropriate actions which colleges and universities might take to assume their expected roles. The colleges and universities located in the region may utilize various Federal grants and programs to assist them in this effort. With the use of change-manipulation procedures (e.g., bypass or multi-event planning), higher education could join resources with other agencies to accomplish greater educational change re-

lated to needs of Appalachia. In addition, there are numerous ways in which higher education and state departments can cooperate in experimentation and the development of new ideas. (AL)

ED 042 521 RC 004 545
Appalachian Regional Commission. Annual Report 1969.

Appalachian Regional Commission, Washington, D.C.

Pub Date 19 Dec 69

Note—88p.

EDRS Price MF-\$0.25 HC-\$4.50

Descriptors—*Annual Reports, *Economic Development, Education, *Federal Programs, Health Programs, Housing, Land Use, Manpower Development, Program Evaluation, *Regional Programs, Research Projects, *Rural Development, Tables (Data), Transportation, Vocational Education, Water Resources

Identifiers—*Appalachia

After 4 years of operation, the Appalachian Regional Commission (ARC) presents this 1969 annual report and evaluation of its activities as required by the Appalachian Regional Development Act of 1965. A brief overview is given of the history of the program, the Federal-state relationship, and strategies for regional development. Appalachia is then described in terms of education, health, children and youth, manpower development, rural programs in transportation, community facilities and housing, natural resources, local development districts, and regional economy. Also discussed are research, technical assistance, and planning. Appendices provide population data, a bibliography of research publications by the ARC, and breakdowns of funding for ARC-approved projects. (LS)

ED 042 522 RC 004 556

Project Outreach: An Assessment of Tribal Attitudes and Appraisal of the Extent of Tribal Council Experience in Administering Federal Assistance Programs, 1970.

National Council on Indian Opportunity, Washington, D.C.

Pub Date 70

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Agency Role, *American Indians, *Attitudes, Education, *Federal Programs, Investigations, Living Standards, Socioeconomic Influences, *Surveys

Project Outreach conducted a survey to assist the National Council on Indian Opportunity (NCIO) in fulfilling its obligations of coordination, appraisal, and innovation of various Federal programs affecting the Indian community. The report covers 49 reservations and Indian groups and is a synthesis of the original responses provided by Indian consultants who were selected to obtain information (on tribal communities, programs, and activities) for discussion at a special NCIO meeting. The document discusses (1) termination, self-determination and contracting Federal programs, education, health care, housing, law-and-order programs, and economic development and (2) the relative effectiveness of the programs of various Federal agencies as seen by Indians served. (LS)

ED 042 523 RC 004 557

Nixon, Richard

[Presidential Message on Indian Affairs.]

Executive Office of the President, Washington, D.C.

Pub Date 8 Jul 70

Note—14p.; Presidential Message presented to the Congress of the United States (Washington, D.C., July 8, 1970)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*American Indians, Economically Disadvantaged, Education, *Federal Programs, Health, *Leadership, *Legislation, *Policy Formation, Socioeconomic Influences

President Nixon's message pointed out the deprivation and the injustices which the American Indians have suffered for centuries. It was noted that now is the time to break with the past and create conditions for a new era in which the Indian future is determined by Indian acts and decisions. The relationship between the Federal Government and the Indian tribes regarding termination of trusteeship was pointed out, and Indian problems such as education, economic

development, and health were discussed. It was concluded that Indians need Federal assistance but that the government needs Indian energies and Indian leadership if its assistance is to be effective. (EL)

ED 042 524 RC 004 558
Federal-State Indian Affairs Conference.

National Council on Indian Opportunity, Washington, D.C.

Pub Date 21 Aug 69

Note—115p.; Proceedings of Federal-State Indian Affairs Conference (Lake Tahoe, Stateline, Nevada, August 19-21, 1969)

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Agency Role, *American Indians, Communications, Community, *Conference Reports, Education, Educational Administration, *Federal Programs, Health, Management, Program Planning, *Socioeconomic Status, *State Programs, Vocational Education

Governors of 30 states having significant Indian populations were invited to this conference to create better intergovernmental relations in Indian affairs. State involvement was stressed in formulating Federal policy and services, as was allowing the Indians to participate in planning programs affecting them. At the conference, officials from the Bureau of Indian Affairs explained various successful and unsuccessful programs. Special reports on Indian Affairs in Arizona, Oklahoma, Nevada, and Minnesota were given, as well as individual reports from the other 26 states. A summary of the conference is included along with complete conference proceedings and a list of all participants. (EL)

ED 042 525 RC 004 559

National Council on Indian Opportunity: Report.

National Council on Indian Opportunity, Washington, D.C.

Pub Date 26 Jan 70

Note—28p.; Report of meeting of the National Council on Indian Opportunity (Washington, D.C., January 26, 1970)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Administration, Agriculture, *American Indians, Economic Development, Education, Employment Opportunities, *Federal Programs, Health, Housing, Industrialization, Interagency Cooperation, Legal Responsibility, *Problems, *Program Evaluation, *Reports, Speeches, Urban Environment, Welfare

Explanatory statements by acting executive director of the National Council on Indian Opportunity noted (1) that the council was formed to involve Indian people in Federal policy and the program-formulation process and (2) that principal functions of the NCIO were to encourage full use of Federal programs to benefit Indians, to encourage interagency coordination and cooperation, to appraise impact and progress of Federal programs, and to suggest ways to improve such programs. At the January 1970 meeting, Vice-president Agnew discussed the relationship and responsibilities of the Federal Government to the Indian people, cited problems to be focused upon, and directed each Cabinet member present to respond to recommendations made by the 6 Indian council members. Indian members of the NCIO presented recommendations on administration, education, health, welfare, urban environment, economic development, legal rights, agriculture, housing, and the Blue Lake religious sanctuary. The concluding statement by an Indian council member noted that the foremost need of all Indian people is a steady income-producing job, and methods were recommended for securing industries which would provide employment. (AN)

ED 042 526 24 RC 004 564

Dankworth, Richard T.

Educational Achievement of Indian Students in Public Secondary Schools as Related to Eight Variables, Including Residential Environment. Final Report.

Utah State Univ., Logan.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-H-030

Pub Date May 70

Grant—OEG-8-9-540030-2024(058)

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Academic Achievement, *American Indians, Anxiety, Cultural Differences, *Educational Research, Learning Motivation, Reading Ability, Rural Urban Differences, *Secondary School Students, Self Concept, Statistical Analysis, *Underachievers

The objective of the research was to determine the relationship of 8 variables to the educational achievement of 178 Indian public secondary school students in Nevada. The 8 variables were residence environment, mental ability, reading ability, anxiety, self-concept, achievement motive, verbal concept choice, and interaction with the dominant culture. The independent variable, residence environment, included the rural reservation, the urban colony, and the multi-ethnic community. The dependent variable, educational achievement, was measured by performance on the "California Achievement Test." Eight test instruments were used to test 2 hypotheses: (1) that there is a significant relationship between the variables acting together and the educational achievement of Indian students and (2) that a significant contribution is made by each variable to the variability of educational achievement when the other variables are held constant. In addition, the following question was asked: Which of the variables can be removed and still maintain the relationship found in testing the first hypothesis? There was a significant correlation (.01 level) between achievement and the 7 variables acting together. Individually, 4 variables were found to contribute more significantly to the variability of achievement than the others. Reading ability was the variable later excluded from the analysis. (EJ)

ED 042 527 24 RC 004 565

Gemberling, Elisabeth And Others

The Role of Secondary Education in the Development of Indigenous Leadership in American Indian Communities. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-117

Pub Date Jul 70

Grant—OEG-2-9-420117-1010

Note—335p.

Available from—The Librarian, Bureau of Applied Social Research, Columbia University in the City of New York, 605 West 115th Street, New York, N.Y. 10025 (\$3.00)

EDRS Price MF-\$1.25 HC-\$16.85

Descriptors—Academic Performance, *American Indians, Aspiration, Career Planning, *Comparative Analysis, Cultural Background, Educational Experience, *High School Students, *Leadership Qualities, *Student Attitudes

Identifiers—Athapaskans, *Sioux

Junior and senior students from 2 high schools in South Dakota and from 6 high schools in Alaska were studied and compared for leadership potential in their local communities. Some 119 Sioux students and 63 Athapaskan students were interviewed as were principals, guidance counselors, teachers, and area officials (Bureau of Indian Affairs, Public Health Service, and local Indian leaders). In addition, questionnaires were mailed to teachers in the 8 schools under study. The 4 indicators of leadership potential used were leadership aspiration, academic performance, character traits recognizable by peers and teachers, and future plans of students. Sioux students were most often lacking in leadership aspiration, and Athapaskan students lacked leadership plans as reflected by their lack of interest in college or a high-level service occupation. Major recommendations were (1) that Sioux students be exposed to an intensive program of study and guidance to encourage interest and concern for the Pine Ridge Reservation and (2) that Alaskan schools should provide both information about, and support for, college attendance and entry into professional level occupations. (JH)

ED 042 528 RC 004 567

Goucher, A. C.

The Dropout Problem Among Indian and Metis Students.

Dome Petroleum, Ltd., Calgary (Alberta).

Pub Date 67

Note—52p.

Available from—Dome Petroleum Limited, 706 - 7th Avenue S.W., Calgary 2, Alberta (\$2.50)

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Academic Aspiration, *American Indians, *Boarding Schools, *Cross Cultural Studies, *Dropout Attitudes, Dropout Research, Economic Disadvantage, Educational Research, *High School Students, Occupational Aspiration, Out of School Youth, Student Attitudes, Teacher Attitudes

Identifiers—*Canadian Indians

The primary purpose of the study was to investigate the problem of student dropout among Indians and Metis at Frontier Collegiate Institute, a residential high school, in Cranberry Portage, Manitoba, Canada. The study utilized student questionnaires regarding school experiences, residential life, and student assessment of the situation. Teacher questionnaires dealt with assessment of the district's educational situation, teacher-student relationship, and solutions to the dropout problem. Of the 293 resident students at Frontier Collegiate in April of 1967, 251 returned questionnaires. From the 103 teachers contacted, 38 questionnaires were returned. Studies of 4 of the communities from which the students came revealed the same common factors affecting student dropout at the institution. There was a striking resemblance between the problems facing the Canadian Indians and those facing Indians in the United States. The problems are brought about by cultural and value differences arising from comparison to a dominant middle-class white culture. Because of this, the study included a tour of various institutions in Canada and the United States. The main purpose of the tour was to interview persons actively associated with either Indian educational programs or other programs designed to meet the needs of children from an alien culture, whether that be founded on economics, nationality, race, or geographical location. (EJ)

ED 042 529 RC 004 568

Kent, Calvin A. Johnson, Jerry W.

Indian Poverty in South Dakota.

South Dakota Univ., Vermillion. Business Research Bureau; South Dakota Univ., Vermillion. Inst. of Indian Studies.

Report No—Bull-99

Pub Date 69

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—Academic Achievement, *American Indians, Dropout Rate, *Economically Disadvantaged, Educational Attitudes, Employment Opportunities, Health Conditions, Land Use, Low Income Groups, Marketing, Population Trends, *Poverty Programs, *Program Evaluation, *Racial Characteristics, Socioeconomic Influences, Statistical Data

Identifiers—*South Dakota

An analysis of economic problems of the American Indian population in South Dakota is given in the document. The purpose of the study was (1) to characterize and describe Indian poverty and (2) to measure the impact of this poverty, in economic terms, on the economy of the state and to analyze some of the programs in operation to ease the Indians' economic distress. Current (1969) statistical information is presented on Indian population and manpower, employment, land use and ownership, income, health, and the number and type of Federal programs dealing with Indians in South Dakota. Chapters are devoted to background, characteristics of Indian poverty, reservation marketing systems in North Dakota and South Dakota, costs of poverty, evaluation of current programs, and summary and conclusions for the study. Each chapter gives conclusions independently; however, the overall conclusion was that, for example, due to lack of job opportunities, inadequate education, and poor health, the conditions of poverty for the Indian are deepened. It is noted that there is a need for rethinking the entire approach toward current programs so that they will contribute to a solution rather than to the problem of poverty. (AN)

ED 042 530 RC 004 569

Cairns, H. A. C. And Others

A Survey of the Contemporary Indians of Canada: A Report on Economic, Political, Educational Needs and Policies, Vol. I.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date Oct 66

Note—409p.

Available from—Queen's Printer and Controller of Stationery, Ottawa, Ontario, Canada (\$4.00)

EDRS Price MF-\$1.75 HC-\$20.55

Descriptors—Administration, *Agency Role, *American Indians, Civil Rights, Community, Development, *Economically Disadvantaged, Education, Health, Legislation, Management, *Political Influences, Program Planning, *Sociocultural Patterns

Identifiers—*Canada

As the first of 2 volumes of a survey of contemporary (1966) economic, political, and educational needs of Indians of Canada, this study viewed the difficulties Indians have faced economically and politically. The study took over 2 years to complete, and over 40 scholars participated using interviews, firsthand observations, and questionnaires to gather data. It was noted that personal disorganization is the explanation for the Indian's failure to develop economically, which results in his failure to adjust to the dominant culture. Lack of economic development was reported as the overriding problem confronting the Canadian Indian. The document also viewed the argument of the Indian's right to citizenship status. It was recommended that sources of action be provided which would be profitable for the Indian in terms of improving his position to make his choice in life. Educational needs of Canadian Indians were surveyed in Volume II, ED 035 466. (EL)

ED 042 531 RC 004 570

Buck, June M.

Indian Literature for Junior and Senior High Schools.

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Pub Date 68

Note—25p.

Available from—Division of Indian Education, State Dept. of Public Instruction, 1333 W. Camelback Rd., Phoenix, Arizona 85013

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*American Indians, *Annotated Bibliographies, Booklists, *Junior High School Students, *Library Material Selection, *Secondary School Students, Supplementary Reading Materials

Literature cited in this annotated bibliography is organized into 5 categories: (1) fiction—52 entries published from 1940 to 1966; (2) poetry, plays, creative writing—8 entries published from 1966 to 1967; (3) myths, legends, folktales—23 entries published from 1947 to 1967; (4) nonfiction—32 entries published from 1959 to 1967; and (5) biography—52 entries published from 1947 to 1963. This list is an attempt to gather pleasure books for junior and senior high school students about the North American Indians. A bibliography of book-selection sources is appended. (LS)

ED 042 532 RC 004 572

Kagan, Spencer Madsen, Millard C.

Cooperation and Competition of Mexican, Mexican-American, and Anglo-American Children of Two Ages Under Four Instructional Sets.

California Univ., Los Angeles. Center for Head Start Evaluation and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Age Differences, *Anglo Americans, Behavioral Science Research, Behavior Patterns, Cross Cultural Studies, Cultural Differences, *Elementary School Students, Game Theory, *Mexican Americans, *Preschool Children, Research Methodology

The degree to which children of 2 age groups and different subcultures differ in the amount of cooperative and competitive behavior they exhibit is explored. A game measuring cooperation and competition was played with pairs of Anglo Americans and Mexican Americans who were 4-5 years of age and with Anglo Americans, Mexican Americans, and Mexicans who were 7-9 years old. Cooperative play allowed both pair members to receive rewards; competitive play was irrational, allowing no subject to reach his goal. The number of moves pairs took to reach a goal indicated that younger subjects were more cooperative than older subjects. Among the older children, Mexicans were most cooperative, Mexican Americans next, and Anglo Americans least cooperative. Also among the older children, instructional sets designed to create "I" orientation increased competition whereas sets stressing "we" orientation increased cooperation. Qualita-

tive differences between patterns of play were noted for the cultural and age groups. Sex differences were not found. A list of references, footnotes, 2 tables, and 1 paradigm are also presented. (AL)

ED 042 533 RC 004 575

Rosen, Susan. *Mestas, Leonard*
Care of the Migrant Baby.

Colorado Migrant Council, Denver.

Pub Date 70

Note—35p.

Available from—Colorado Migrant Council, 665 Grant, Denver, Colorado 80203 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Child Care, Child Development, Diseases, *Health Education, *Health Guides, Hygiene, *Migrants, Physical Development, *Spanish Speaking

Prepared mainly for paraprofessional staff of the Colorado Migrant Council, this 1970 handbook, available in either English or Spanish, presents information on caring for the migrant child. Three sections—Baby, Child, and Sick Child—discuss general care and specific care for such topics as hand washing, bathing, diapering, rashes, weight, colic, teething, crawling, shyness, temper tantrums, taking temperature, vomiting, chicken pox, impetigo, earaches, animal bites, coughs, and sore throats. Each illness or condition is discussed in terms of (1) what it looks like, (2) where it is, (3) what to do for it, and (4) how to prevent it. (AN)

ED 042 534 RC 004 576

Hammerman, Donald R., Comp. *Hammerman, William M., Comp.*

Outdoor Education: A Book of Readings.

Pub Date 68

Note—401p.

Available from—Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Anthologies, *Camping, Community Resources, *Conservation Education, *Curriculum Enrichment, Educational Philosophy, History, Interdisciplinary Approach, Laboratories, *Outdoor Education, Research, *School Administration, Teacher Education

Approximately 78 readings on outdoor education are presented, each reflecting the perceptions of many leaders concerning the interdisciplinary nature and value of this phase of education. This volume was intended to stimulate educational leaders in initiating and developing outdoor education programs in their schools. Chapters are entitled "Outdoor Education: An Emerging Educational Philosophy," "Historical Perspective," "The Outdoor Laboratory: What and How," "Programs and Practices: Diversity in Education," "Teacher Education Out-of-Doors," and "Evaluation and Research." In conclusion, it is stated that the growth and development of outdoor education will depend upon the willingness and the ability of professors, administrators, teachers, and resource people in the field. (EL)

ED 042 535 RC 004 582

Picou, J. Steven. *Hernandez, Pedro F.*

Perceived Sources of Personal Aid and Influence for the Occupational Aspirations of Black High School Seniors: A Rural-Urban Comparison.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Feb 70

Note—19p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Rural Sociology Section (Memphis, Tennessee, February 1970)

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Counseling Effectiveness, Lower Class Students, *Negro Students, *Occupational Aspiration, *Parent Influence, *Rural Urban Differences, Seniors, Socioeconomic Status, *Teacher Influence

Identifiers—*Louisiana

Rural and urban seniors from all-black high schools in Louisiana were given group-administered questionnaires to determine the influence of 5 primary contacts on the formation of occupational aspirations of youth. The 5 primary contacts generally acknowledged to have some influence were parents, relatives, friends, teachers, and guidance counselors. The 264

respondents were classified by residence (rural or urban) and by sex. The Kruskal-Wallis one-way analysis of variance was used to determine significant variations among the student categories. Parents were found to be the most helpful and influential for all categories of students. Teachers were second in influence but were more influential to rural students than to urban students, as were guidance counselors. Relatives were rated more influential by urban students than were guidance counselors. The influence of friends was not significant except for rural males. It was concluded that a general theory of occupational choice cannot be formed until explanations for the differential influence of primary contacts are provided. (JH)

ED 042 536 RC 004 583

Curry, Evans W. *And Others*

Rural Youth and Anticipatory Goal Deflection.

Louisiana State Univ., Baton Rouge. Dept. of Sociology.

Spons Agency—Department of Agriculture, Washington, D.C.; Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Pub Date Aug 70

Note—47p.; Paper presented at the annual meeting of the Rural Sociological Society (Washington, D.C., August 1970)

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Anglo Americans, Behavioral Science Research, Family Background, Goal Orientation, *Negro Youth, *Occupational Aspiration, Occupational Choice, *Racial Characteristics, *Rural Urban Differences, Social Influences, Statistical Studies, Tables (Data)

Identifiers—Louisiana

Race, sex, community size, occupation of major wage earner, father's education, mother's education, and certainty of expectations were the variables used in this study to determine the "anticipatory occupational goal deflection" (AOGD) of urban and rural youth (blacks and whites) in Louisiana. Least squares analysis of variance and other statistical techniques were applied to data obtained by questionnaire from 296 selected subjects to determine the relative effect of the variables on occupational aspirations, occupational expectations, and AOGD. Findings suggested that confounding influences exist among many independent variables and that youth adjust and modify their occupational goals in terms of goal-impedance factors which confront them each day. It was also suggested that black youth experienced less AOGD and held higher job plans for the future than their white counterparts. The document contains 22 tables and a bibliography. (AL)

ED 042 537 RC 004 584

Marsh, Norman F.

Outdoor Education on Your School Grounds: An Action Approach to Better Teaching.

California State Office of Conservation Education, Sacramento.

Pub Date 21 Dec 67

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Agricultural Education, Class Activities, *Curriculum Planning, *Ecology, *Guidelines, Learning Activities, Learning Laboratories, *Outdoor Education, Planning, *Science Laboratories, Teaching Guides

The use of school grounds as an outdoor learning area is the main emphasis of this manual for elementary and junior high school teachers. Detailed planning steps, site plots, directions for planting, and other related planning information are given, along with guidelines concerning the use of an outdoor classroom by teachers of various subjects. Instructional study areas for which learning activities are described include birds, weather, insects, soil, plants, water and wild life, mathematics, photography, language arts, and arts. Specific concepts relating to ecology are also presented as examples of possible utilization of an outdoor learning area. Pictures, diagrams, and suggested materials are provided. (AL)

ED 042 538 24 RC 004 588

McKinley, Francis *And Others*

Who Should Control Indian Education? A History, Three Case Studies, Recommendations.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2931

Pub Date Feb 70

Contract—OEC-4-7-062931-3064

Note—34p.

Available from—Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hote Claremont, Berkeley, California 94705 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Administration, *American Indians, Attitudes, Civil Rights, Community Problems, Curriculum, Disadvantaged Environment, *Discriminatory Attitudes (Social), *Education, *Feasibility Studies, Improvement, Management, Pilot Projects, Socioeconomic Status, Teaching Methods

Conducted in 1967 by the Far West Laboratory for Educational Research and Development at the request of the National Indian Youth Council, this 1-year study was made on American Indians at the following sites: Loneman, South Dakota; Ponca City, Oklahoma; Crow Agency, Montana; Fort Berthold, North Dakota; Nondalton, Alaska; South Nek, Alaska; Mescalero Apache Reservation, New Mexico; Papago Indian Reservation, Arizona; Seattle, Washington; and Indian boarding schools. The report describes the state of education available to American Indian children, presents 3 case studies, and offers a set of recommendations for improvement. Collection of base-line data included obtaining information on school administration, curriculum and teaching methods, student achievement, attitudes of teachers and administrators, and unique characteristics of the schools attended by the Indian children. Conclusions were that education provided for Indian children is a failure and has not succeeded in preparing them to be productive citizens in the larger society. In addition to the study activities, 3 pilot projects were developed at various sites: (1) educational materials libraries in Head Start schools, (2) a tutoring program for junior high students, and (3) a nonprofit organization for community development. (EL)

ED 042 539 RC 004 589

Phillon, William L. E. *Galloway, Charles G.*

Indian Children and the Reading Program: A Model for Direct Observation and Test-Item Analysis as a Basis for Guidance in the Formulation of a Language Arts Program for Indian Children.

Victoria Univ., British Columbia.

Pub Date [68]

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*American Indians, *Comprehension, *English (Second Language), Item Analysis, *Language Arts, Test Results, *Vocabulary Development

Identifiers—*Canada

The 2 approaches considered in this study for the construction of an English language arts program for Indian children are direct observation of children's language patterns and item-analysis of children's responses made to diagnostic test items. Some 225 children in grades 4 to 7 of an integrated elementary school on Vancouver Island, Canada, served as the subjects. Approximately one-third of the subjects were Indian. Results of the study indicate that Indian children have difficulty in vocabulary development and comprehension. Particularly, the Indian children have difficulty making use of connectives and prepositions. One implication is that the planning of a language arts program for Indian children be based on specificity of diagnosis and individual prescription rather than on vague, general test information such as grade placement scores. (Author/LS)

ED 042 540 RC 004 590

Drabick, Lawrence W.

Investigation of the Relationships Between Migration Intent and Vocational and Educational Expectations of North Carolina Rural Youth.

Pub Date Feb 70

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Aspiration, *Caucasian Students, High School Students, *Migration Patterns, *Negro Students, Racial Characteristics, *Rural Areas, Seniors, Sex Differences, Socialization, Socioeconomic Status, Values

Identifiers—North Carolina

The study was designed to determine the relationship between a student's intention to migrate from his community of residence and his vocational and educational expectations. In rural North Carolina, 1068 senior students (Negroes and whites) in 23 high schools were interviewed. Variables examined included sex, socioeconomic status, intelligence, residence, and race. The general conclusion reached was that the social context within which socialization occurs tends to create attitudinal sets among students, resulting in expression of migration intentions bearing direct relationships to vocational and educational expectations. The document is appended with 11 tables. (AN)

ED 042 541 RC 004 592

McNamara, Patrick H.
Some Factors Associated with Differential Grade Performance of Mexican American and Non-Mexican American College Students.

Pub Date Mar 70

Note—16p; Paper presented at annual meetings of the Southwestern Social Science Association (Dallas, Texas, March 1970)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Academic Achievement, *Anglo Americans, *College Students, *Cross Cultural Studies, Dropouts, Educational Research, Grade Point Average, *Mexican Americans, Sex Differences, Socioeconomic Background

The study investigated an area of education in which few studies have been published: the area of the Mexican American college student. Most studies have focused on elementary and high school experiences because these have been the most frequent targets of militant Mexican American groups from California to south Texas; therefore, very little is known about Mexican American college students. Even in areas of the Southwest, where the Mexican Americans may number 50% of the total population, the college dropout rate is significantly high. El Paso, Texas, is such an area, yet only 30% of the enrollment at the University of Texas at El Paso (UTEP) is Mexican American. For purposes of this study, 782 students at UTEP filled out questionnaires. Of these, 760 were divided into 2 groups: those marking Mexican or Spanish American as their "predominant ethnic background" and those marking Anglo American. It was found that family background factors affecting Mexican American elementary and high school students seem to have little value in predicting success in college as measured by grade point average. If there is a set of ethnic-related factors which account for differences between the groups, it may be found in sociopsychological relationships on family and peer levels. This study strongly suggests that UTEP, for example, is not successfully recruiting more academically proficient students regardless of ethnicity. (EJ)

ED 042 542 RC 004 593

Webster, William Douglas

Recreation Leadership Training for Teenage

Youth: A Study of Basic Program Development.

Oregon Univ., Eugene. Center for Leisure Study

and Community Service.

Pub Date 70

Note—63p.

Available from—Center of Leisure Studies, University of Oregon, 1587 Agate Street, Eugene, Oregon 97403 (\$2.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Career Opportunities, Career Planning, Community Service Programs, Course Content, Curriculum Guides, Employee Attitudes, Evaluation Criteria, Guidelines, *Leadership, Manpower Needs, Planning, *Program Design, *Recreational Programs, State Agencies, *Teenagers, Youth Agencies, Youth Leaders

Twenty-eight agencies throughout the nation which are responsible for recruitment and training of teenagers into responsible leadership roles in the recreation field were surveyed for the purpose of producing a set of guidelines for creating and planning leadership programs through which the nation's youth might fulfill the need for more trained personnel in the recreation occupations. Specific program guidelines, based on the descriptive survey, include basic criteria for selection of trainees, program philosophy, supervision and evaluation, and use of awards. A suggested basic program for teenage recreation leadership training is discussed in terms of objectives, control of the programs, fees, recruitment, enroll-

ment size, program length, program content, and other related areas. Four tables and a bibliography are presented. (AL)

ED 042 543 RC 004 594

Careers in Parks and Recreation.

Oregon Park and Recreation Society, Salem;

Oregon Univ., Eugene. Center for Leisure

Study and Community Service.

Pub Date [70]

Note—8p.

Available from—Center for Leisure Study and Community Service, Department of Recreation and Park Management, University of Oregon, 1587 Agate Street, Eugene, Oregon 97403

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Career Opportunities, College Students, Counselors, Curriculum, High School Students, Leisure Time, Management Education, *Outdoor Education, *Parks, *Program Descriptions, *Recreation

As reported in the document, the park and recreation profession, a growing field, emphasizes involving people in meaningful leisure activities. This service profession offers varied career opportunities in the areas of public recreation, park management, conservation and outdoor recreation, and park and resource planning. Positions are also available with institutional, private, and cultural arts organizations; voluntary youth agencies; armed forces; commercial enterprises; recreation education institutions; and agencies for outdoor education and interpretive services. Salaries, advancement opportunities, and types of careers are discussed. It is noted that recreation and park administration curricula at most colleges and universities combine broad liberal education with professional and technical studies essential for careers in specific areas of recreation. Examples of program options and specific courses are given, along with suggested high school preparation. Sources of information concerning programs and/or professions are listed. (AN)

ED 042 544 RC 004 596

Rillo, Thomas J., Comp.

A Bibliography of Articles Pertaining to School

Camping and Outdoor Education.

Pub Date [65]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Bibliographies, *Camping, *Curriculum Enrichment, *Outdoor Education, *Periodicals

The 408 entries included in this bibliography of journal articles on outdoor and camping education are arranged by year of publication, beginning with the year 1928 and ending with 1965. (LS)

ED 042 545 RC 004 600

Migrant Children in Alabama. A Survey to Identify Children of Migrant Workers and Certain Former Migrant Workers in Alabama.

Alabama Univ., Tuscaloosa. Coll. of Education.

Spons Agency—Alabama State Dept. of Education, Montgomery.

Pub Date Aug 69

Note—198p.

EDRS Price MF-\$1.00 HC-\$10.00

Descriptors—Agricultural Laborers, Childhood, Curriculum, *Environment, Ethnic Distribution, Federal Programs, Legislation, *Migrant Children, *Migrant Education, *Migrants, School Demography, Self Concept, *Socioeconomic Status

Identifiers—*Alabama

A 1-year study was completed in August of 1969 by the University of Alabama on procedures to identify the children of migrant workers and of former migrant workers in 6 school systems in Alabama (Blount, Cullman, Pike, and Washington County School Systems and Demopolis and Elba City School Systems). The report of this study (1) includes detailed results of surveys which identified migrant children, (2) documents processes followed to provide a basis for developing a system for identifying these children, and (3) provides background information to those interested in migrant education through a survey of pertinent literature. A number of statistical tables are included, along with 64 pages of annotated bibliography. (EL)

ED 042 546 24 RC 004 604

Summary - National Dissemination and the Five Target States, Part 3, Final Report for Phase II-Dissemination, Rural Shared Services.

Northern Montana Coll., Havre; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-0583

Pub Date Apr 70

Contract—OEC-0-8-080583-4532(010)

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Case Studies, Curriculum, *Demonstration Programs, Educational Innovation, *Information Dissemination, Projects, Publicize, *Rural Education, *Shared Services

The dissemination phase (Phase II) of the Rural Shared Services Project is reported in this document. Efforts of the dissemination phase were concentrated in 5 target states: Vermont, Georgia, Wyoming, Montana, and New Mexico; national dissemination was limited to attendance at national conferences, the U. S. Office of Education PREP materials for state departments of education, and articles in national and regional magazines. Four stages of work included (1) contacting Federal leaders to communicate Phase I findings; (2) visiting leaders in rural education, particularly in target states, to determine commitment to the project; (3) planning and conducting presentations on data obtained from Phase I; and (4) assessing strategies and writing up case-study summaries. In the document, anticipated outcomes of Phase II are listed, and case studies are given for each target state. Related documents are ED 028 882 through ED 028 885. (AN)

ED 042 547 RC 004 607

Directory of Spanish Speaking Organizations in the United States.

Congress of the U. S., Washington, D. C. Cabinet Committee on Opportunity for the Spanish Speaking.

Pub Date Jul 70

Note—240p.

EDRS Price MF-\$1.00 HC-\$12.10

Descriptors—*Community Organizations, *Directories, *Objectives, *Organizations (Groups), *Spanish Speaking

Over 200 organizations, having as their primary emphasis the betterment of the Spanish-speaking American, are listed in this directory. Brief resumes of the organizations include name, address, principal officer(s), date of establishment, and a synopsis of objectives and activities. Six organizations are considered national in scope and constitute a separate section. All others are compiled in alphabetical order by state, city, and name of organization. An alphabetical listing by name of organization is also included. (JH)

ED 042 548 RC 004 608

Mickey, Barbara H.

A Bibliography of Studies Concerning the Spanish-Speaking Population of the American Southwest. Museum of Anthropology Miscellaneous Series, No. 4.

Colorado State Coll., Greeley. Museum of

Anthropology.

Pub Date May 69

Note—43p.

Available from—Colorado State College, Museum of Anthropology, Greeley, Colorado 80631 (\$0.50)

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Anthropology, *Bibliographies, *Bilingualism, Books, Demography, Doctoral Theses, Masters Theses, *Mexican Americans, Periodicals, Sociology, *Spanish Speaking

Identifiers—*Southwest

The purpose of this bibliography is to gather references useful to an anthropological study of the Spanish-speaking population of the American Southwest. Relatively few of the books and articles listed are ethnographic in nature. Many report sociological studies emphasizing sociological problems, interpretations, and techniques. Many are concerned with the problem of the child in the classroom; these emphasize the problems of language deficiency and bilingualism. The document contains 544 entries which range from books resulting from long-term research to popular journal articles; from travel accounts to doctoral dissertations. Publication dates of entries range from 1888 to 1968. (EL)

ED 042 549 RC 004 609

Ratchford, C. Brice

Role of State and Land-Grant University Extension Services in Eliminating Rural Poverty. Missouri Univ., Columbia. Extension Div.

Spons Agency—Department of Agriculture, Washington, D.C. Federal Extension Service; National Advisory Commission on Rural Poverty, Washington, D.C.

Report No.—MP-73

Pub Date Nov 67

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Disadvantaged Groups, *Institutional Role, Land Grant Universities, *Poverty Programs, Program Development, *Rural Extension, State Universities, *University Extension

The land-grant universities, through Cooperative Extension Services, have performed the most important university outreach function in America. The Smith-Lever Act of 1914 stated that the function of Cooperative Extension was to provide practical instruction in subjects related to agriculture and home economics. Subsequent amendments to the Act and earmarked congressional appropriations have made it clear that the service is to deal with all matters of vital concern to rural Americans. Although the university never serves as an instrument of direct social action, it can be a vital force in bringing about action on the part of individuals, organizations, and institutions through its educational activities. Since the passage of the Economic Opportunity Act, General Extension Services have moved more aggressively in developing programs to help fight poverty. With funding under the Elementary and Secondary Education Act and Title I of the Higher Education Act, University Extension Divisions have assisted public schools and communities to become more effective in dealing with disadvantaged people. Through their Extension Divisions, universities can work in 4 major areas: (1) public affairs education, (2) training leaders to work with the poor, (3) direct work with the poor, and (4) modifying community organizations. (EJ)

ED 042 550 24 RC 004 611
Rural Shared Services: General Brochure and Information Sheets.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0583

Pub Date [69]

Contract—OEC-0-8-080583-4532

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Audiovisual Programs, Consultants, Counseling, Curriculum Enrichment, Dropouts, *Education Service Centers, Gifted, Inservice Education, *Instructional Improvement, Library Services, Professional Services, Project Applications, *Rural Schools, School Activities, *School Districts, School Services, *Shared Services, Teacher Recruitment, Telecommunication

The brochure discusses the Shared Services Program of the Northwest Regional Educational Laboratory of Portland, Oregon. The program operates on the premise that it can provide additional programs (frequently of higher quality) to rural school districts at a lower per-capita cost. The shared services are conducted through cooperative efforts between 2 or more autonomous school districts. The variety of activities provided through sharing ranges from administrative services to sharing instructional packages; from inservice training for school personnel to sharing of students. The document lists and describes some of the services currently being shared by separate school districts. (EL)

ED 042 551 24 RC 004 612
Westmann, Ralph E. And Others

Community Background Reports: Three Boarding Schools (Phoenix Indian School, Phoenix, Arizona; Theodore Roosevelt School, Fort Apache, Arizona; Chemawa Indian School, Salem, Oregon). National Study of American Indian Education, Series I, No. 15, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0147

Pub Date Jun 70

Contract—OEC-0-8-080147-2805

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*American Indians, *Boarding Schools, Enrollment, *Federal Programs, *National Surveys, School Community Relationship, *School Demography

Three Bureau of Indian Affairs off-reservation boarding schools (Phoenix Indian School in Phoenix, Arizona; Theodore Roosevelt School in Fort Apache, Arizona; and Chemawa Indian School in Salem, Oregon) are the subjects for this report, which is a part of the National Study of American Indian Education. Brief descriptions of the physical plant, staff, dormitory life, curriculum, student body, extracurricular activities, community, administration and finance, and future plans of the school are included. (LS)

ED 042 552 24 RC 004 613

Mackett, Robert Chilcott, John H.

Community Background Reports: Papago Reservation, Sells, Arizona. National Study of American Indian Education, Series I, No. 17, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0147

Pub Date Jan 70

Contract—OEC-0-8-080147-2805

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*American Indians, Bus Transportation, *Community Problems, Economic Opportunities, *Educational Problems, Elementary School Students, Health Services, Housing Opportunities, *National Surveys, School Demography, School Organization, Secondary School Students, Social Environment, *Socioeconomic Influences

Identifiers—*Arizona, Papago Indians

Number 17 in Series I of the final report of the National Study of American Indian Education describes the small community of Sells, Arizona, in terms of (1) location and climate, (2) sociocultural background, (3) transportation problems, (4) housing problems, (5) governmental influence, (6) recreation, (7) educational opportunities, and (8) recent changes. Sells is a predominately Indian town located in southwest Arizona. Governmental agencies (e.g., Bureau of Indian Affairs, U.S. Public Health Service, and Office of Economic Opportunity) provide jobs, as do the cattle industry and some distant mining operations. The town is the central gathering place of the Papago Indian tribe. The predominance of outdoor sanitation facilities is attributed to a critical shortage of water which must be hauled by truck. Housing is characteristically of adobe construction and small in size, but house trailers have been moved into the area recently. The educational environment includes (1) bussing of children from distant villages, (2) a central school district (Indian Oasis School District #40), (3) a high school and an elementary school serving a population of 779 students, and (4) a 3-man elected school board. Recently, a new high school has been proposed. Additionally, Sells has 5 churches, one of which operates a school. The report contains 1 map and a table. (AL)

ED 042 553 24 RC 004 614

Peterson, John H., Jr. Richburg, James R.

Community Background Reports: The Mississippi Choctaws and Their Educational Program. National Study of American Indian Education, Series I, No. 21, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0147

Pub Date 1 Jun 70

Contract—OEC-0-8-080147-2805

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Administrative Organization, Adult Education Programs, *American Indians, *Community Action, *Demography, *Educational Programs, Parent Participation, *School Community Relationship, Teacher Characteristics

Identifiers—*Choctaws, Mississippi

General research by an anthropologist and experiences of an educator during a 2-year period form the basis for this report on education of Mississippi Choctaw Indians. A discussion of the physical and cultural environment of the Mississippi Choctaw is followed by a description of the

organization, facilities, personnel, and programs of Choctaw schools. Significant trends emerging in Choctaw education include a greater degree of self-determination by Choctaws, more community participation in educational decision-making, and a greater emphasis on Indianization in curriculum and in educational programs. (JH)

ED 042 554 24 RC 004 615

Donaldson, George W.

A Position Paper: Research Utilization in Outdoor Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2469

Pub Date Sep 70

Contract—OEC-1-6-062469-1574

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Administrative Problems, *Curriculum Design, Educational Philosophy, *Outdoor Education, Research Needs, *Research Utilization, *Teacher Education

Since historical perspectives, philosophical positions, and a statement of research priorities are presently lacking in the field of outdoor education, this paper was designed as a guide for researchers. The 4 subject headings used for discussion of research needs and priorities are history and philosophy, curriculum and learning, administration, and teacher education. An action program is suggested for increasing the amount of research in the field, as well as for channeling the research into areas of priority concern. (LS)

ED 042 555 32 RC 004 617

A Summary Report of Six School Systems.

Miami Univ., Coral Gables, Fla. South Florida School Desegregation Consulting Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date [68]

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Educational Improvement, *Educational Status Comparison, Financial Support, *Negro Students, *School Integration, *School Surveys, *Southern States, Technical Assistance

The conclusions and recommendations of a study of 6 Negro-majority school systems located in Georgia, Mississippi, and South Carolina are presented in this report. Dual school systems are operating in the districts studied, but all have started the desegregation process. Important considerations include past achievement differences, salary differentials, class size disparities, overcrowded buses, more course offerings and extracurricular activities, the elimination of small schools, and educational changes in organization and method. More effort will be needed in recruitment of staff, school accreditation, inservice education, improved libraries, and faculty desegregation. Recommendations are presented for pupils, personnel, courses of study, buildings, transportation, and feeder patterns. A guide to Office of Education financial assistance programs and a statement of assistance available from the Southeastern Education Laboratory are included. (JH)

ED 042 556 32 RC 004 619

Kleibrink, Michael C. And Others

Value Orientations of Retrained-Relocated Workers: A Study of Rural Urban Adjustment.

Texas Agricultural Experiment Station, College Station.

Pub Date Aug 70

Note—17p.; Paper presented at the Rural Sociological Society Meeting (Washington, D.C., August 1970)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Achievement, *Aerospace Industry, Behavioral Science Research, Employees, Goal Orientation, *Job Training, *Mexican Americans, Migrant Employment, Relocation, *Rural Urban Differences, *Values

Identifiers—Texas

In the attempt to develop means for underemployed workers to increase their level of economic success, 684 south Texans (mostly Mexican Americans) were retrained for aircraft assembly and then relocated in the Dallas vicinity.

ty. Some 46 relocated workers were interviewed 1 month after their relocation in order to ascertain adjustment patterns resulting from moving to the more dominant American cultural system. Those who remained in the program were interviewed again at 6, 12, and 18 months after relocation. In addition, 6 returnees were interviewed in south Texas. The analysis attempts to show the relation of successful rural-urban migration to achievement as a primary value orientation. Findings suggest that importance of family is significantly related to failure in a relocation program. On the other hand, achievement orientations are slightly more important to stayers than to returnees. Measures of delay of gratification used give only slight support to the achievement model. The authors conclude that the theoretical framework used is valid but that better measures of values are needed for a predictive model. The analysis points to an important use of the value framework in the study of migration. (Author/AL)

ED 042 557 RC 004 620

Thomas, Kathryn A. Jacob, Nelson L.
A Longitudinal Analysis of Change in Occupational and Educational Orientations of East Texas Boys: A Racial Comparison.

Texas Agricultural Experiment Station, College Station.

Spons Agency—Department of Agriculture, Washington, D.C.
Pub Date Aug 70

Note—42p.; Paper presented at the annual meetings of the Rural Sociological Society (Washington, D.C., August 1970)

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Caucasians, Cultural Differences, *Educational Attitudes, Longitudinal Studies, *Negro Students, *Occupational Aspiration, Questionnaires, *Rural Youth, Socioeconomic Background, Tables (Data)

Identifiers—Texas

In this longitudinal study of rural adolescent males (Negro and white), 3 hypotheses were tested: (1) that occupational and educational aspirations of these youth will either be stable at a low level or change downward from higher levels over time, (2) that Negro youth will experience significantly more downward deflection of status projections over time than the white youth, and (3) that incidence of anticipatory goal deflection will decline over time. In 1966, some 484 high school sophomore boys in 3 rural counties in east-central Texas were given a questionnaire. A similar questionnaire was administered to 325 of the original sample in 1968, an additional 71 were contacted personally, and 37 responded to a mailed questionnaire. Findings indicated that, generally, the higher the occupational aspirations and expectations of white boys the more stable they remained over the time period. The Negro boys' occupational aspirations and expectations lowered over the time period. Negro boys raised their educational goals while those of the white boys remained congruent. In general, occupational aspirations and expectations of both the white and Negro youth appeared more dynamic than their educational status projections. (LS)

ED 042 558 RC 004 621

Beasley, Joseph D. And Others
The Lincoln Parish Family Planning Program and Its Implications for Reducing Reproductive Wastage in the Rural Poor.

Tulane Univ., New Orleans, La. Center for Population and Family Studies.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date [68]

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Contraception, *Family Planning, *Health Education, *Health Programs, *Low Income Groups, Medical Services, Pilot Projects, *Rural Areas, Sex Education

Identifiers—*Louisiana

The Lincoln Parish Family Planning Program, a 1968 pilot study designed in cooperation with the Louisiana State Board of Health, is described. The major purpose of the program was to design a program of medical care for the rural poor which would provide mothers in Lincoln Parish with information and services needed to plan family size. Sections of the document are devoted to (1) selection of site, (2) family survey for pro-

gram design, (3) patient identification and contact system, (4) follow-up system, (5) summary of the findings, (6) discussion, and (7) preliminary effectiveness of a family planning program. It is noted that the results of the 2-year study imply that a rural area is, indeed, receptive to new ideas and to new concepts; that area personnel are willing to coordinate and to develop a local systematic program; and that local personnel can be trained to meet the challenges. The overall conclusion points out the need for better health services and health education for the rural poor. The document is appended with references, a figure, and 5 tables. (AN)

ED 042 559 24 RC 004 629

Hanson, Lorie And Others

Suburban School Children and American Indians: A Survey of Impressions. The National Study of American Indian Education, Series III, No. 5, Final Report.

Chicago Univ., Ill.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date May 70

Contract—OEC-0-8-08147-2805

Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—American Indian Culture, *American Indians, *Attitudes, Cultural Differences, Culture Conflict, Curriculum, *Elementary School Students, Ethnic Studies, *National Surveys, *Racial Attitudes, School Surveys, Student Attitudes, Student Experience

Identifiers—*Minnesota

As a part of a final report of the National Study of American Indian Education, this survey was conducted among 8 elementary schools in Bloomington, Minnesota. The study was concerned primarily with conceptions held by white elementary school children about the American Indians. Secondly, it was hoped that the survey would provide broader insights and would help to solidify attitudes about Indians. Students were asked to write 1-page papers on "What I Know About Indians" to determine the type and quantity of previous experience of any kind that these students had had with American Indians. It was hoped that this approach would allow the students to provide information unaffected by an overly structured instrument. Responses were analyzed in terms of (1) Factual Statements and (2) Attitudes Toward Indians. Some 643 responses were recorded from students in grades 3-6. A great diversity of knowledge about Indians was found. It was felt that the affective and factual pictures of American Indians presented by the students tended to be uncomplementary and inaccurate and that factual knowledge of American Indians was overgeneralized. In conclusion, suggestions are presented for effective guidelines in the development, employment, and evaluation of Indian cultural and historical materials. (EL)

ED 042 560 24 RC 004 630

Goodner, James And Others

Characteristics and Attitudes of 1968 Haskell Institute Students. The National Study of American Indian Education, Series III, No. 6, Final Report.

Chicago Univ., Ill.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Jul 70

Contract—OEC-0-8-080147-2805

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—*American Indians, Aspiration, Attitudes, Friendship, *Individual Characteristics, *Junior Colleges, *National Surveys, Questionnaires, Religious Factors, Residential Schools, Sex Differences, Tribes, *Vocational Training Centers

Identifiers—*Haskell Institute

Haskell Institute at Lawrence, Kansas—a post-high-school vocational education center and junior college sponsored by the Bureau of Indian Affairs—is the subject of this paper in the National Study of American Indian Education. A brief history of the development of Haskell is followed by the results of a survey given to 689 stu-

dents in 1968. The survey questionnaire contained 33 items designed to elicit information on student attitudes toward the institute, cultural background, religious preferences, friendship patterns, and vocational preferences. Profiles are provided separately for all respondents, male respondents, and female respondents in the 99 table which conclude this report. (LS)

ED 042 561 RC 004 637

Berge, Robert L.

An Experimental Study of Teacher Morale in Selected School Districts of North Dakota.

Pub Date Aug 70

Note—132p.

EDRS Price MF-\$0.50 HC-\$6.75

Descriptors—Age, Community Support, *Doctoral Theses, Educational Background, *Prediction, *Rural School Systems, Statistical Analysis, Teacher Administrator Relationship, *Teacher Characteristics, *Teacher Morale, Teacher Salaries, Teaching Experience

The major purpose of this study was to determine whether significant differences in morale existed among teachers employed by rural school districts. Major hypotheses dealt with the combination of biographical variables that best predict teacher morale, differences in morale among teachers grouped by salary level, and differences in morale among teacher grouped according to level of salary increase. The research sample of 46 school districts was selected from all high school districts in North Dakota whose 1968-69 high school enrollment was 400 or less in grades 9-12. The Purdue Teacher Opinionnaire (PTO) was distributed to 809 teachers; 545 responses were used in the analysis. The PTO contained a total morale score and 10 factor scores relation to teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. Statistical techniques used included stepwise backward multiple linear regression, analysis of variance, and analysis of covariance. When the PTO total morale score was used as the criterion, the significant predictors of morale were educational preparation, years of teaching experience, and age. (Author/JH)

ED 042 562 RC 004 638

Smith, Suzanne M.

An Annotated Bibliography of Small Town Research.

Wisconsin Univ., Madison. Dept. of Sociology.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Social Sciences.

Pub Date 70

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—*Annotated Bibliographies, *Demography, Ecology, *Population Trends, *Rural Areas, Rural Urban Differences, *Social Problems, Urban Areas, Urbanization

The purpose of this annotated bibliography is to list books, articles, and bulletins (written from 1900 to 1968) related to small towns in the United States. The work contributes to the project "Population Changes in Small Towns," sponsored by the Division of Social Sciences of the National Science Foundation and by the University of Wisconsin College of Agriculture and Life Sciences Research Programs Office. Emphasis has been given to writings with a demographic or an ecological perspective because of the increased concern with the future of small towns as related to population changes and associated factors. The bibliography is divided into sections: studies of problems, policies, national patterns of growth and decline, and town-and-country relationships; dissertations and master's theses on the small town; references on related work concerning rural areas and the urbanization process; and additional bibliographies which identify literature related to small-town phenomena. (EJ)

ED 042 563 RC 004 643

Carruthers, J. B.

Language Survey of Entering Primary Students (Rural Schools).

Alaska State Dept. of Education, Juneau. Office of Planning and Research.

Pub Date May 70

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*American Indians, *Bilingualism, *Elementary School Students, Eskimos, *Language Usage, Primary Education, Program Planning, *Rural Schools, School Surveys, Student Needs

Identifiers—*Alaska

With the cooperation of the Alaska state-operated schools and the Bureau of Indian Affairs (BIA), a study of language capabilities of entering primary students was accomplished. Some 175 rural schools were contacted, and replies were received from 96 schools—a 55% response rate, of which 38 (35%) were received from state-operated schools and 58 (87%) were received from BIA schools. Using a special form, the teachers in responding schools were asked for language information about entering primary students. (Students repeating the grade were excluded.) Information was collected on language used by students in the classroom and on the playground, and in the home by parents. Language used in the classroom was broken into categories: speaks no English (5.5%), speaks only single English words (13.7%), speaks English in no more than phrases (19.4%), speaks English in complete sentences (61.5%). Data on language spoken by students on the playground showed that 59.9% spoke English, 27.9% spoke a native language, and 11.9% were bilingual. Data on language spoken by parents showed that 41.0% spoke English, 28.4% spoke a native language, and 30.1% were bilingual. Marked differences were found between BIA and state-operated schools. Based on the survey, it is generalized that bilingual programs in Alaska are necessary. Eleven tables and a sample of the data-collection form are included. (AL)

ED 042 564 RC 004 647

Kuvlesky, William P.

Dynamics of Occupational and Educational Status Projections: A Theoretical Perspective.

Texas Agricultural Experiment Station, College Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date 70

Note—28p.; Paper presented at the 1970 annual meetings of the Rural Sociological Society Research Committee on Educational and Occupational Behavior (Washington, D.C.)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Age Groups, Educational Quality, Expectation, *Occupational Aspiration, Research Needs, *Rural Youth, *Socialization, *Social Mobility, *Social Status

The purpose of this paper is to develop a theoretical framework to describe and account for dynamic properties of status projection phenomena. The effort is limited in the main to consideration of occupational and educational status projections, and emphasis is given to the particular characteristics and attributes of the rural social milieu existing in the context of an urban-industrial society. An attempt is made at synthesis of a number of broad, and sometimes conflicting, theoretical perspectives to provide a relatively coherent framework. This theoretical framework provides a guide for research aimed at illuminating the dynamic aspects of projection of social status through time. In addition, consideration is given to factors influencing differentials in the maintenance and/or change of these phenomena with progression through the age-status sequence, ranging from early adolescence to old age. Hypotheses and suggestions for research priorities are offered. (Author)

ED 042 565 RC 004 648

Wittman, James S., Jr.

A Comparative Study of Urban and Rural High School Students in Kentucky.

Pub Date 4 Feb 70

Note—36p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers (Memphis, Tennessee, February 4, 1970)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Age Differences, Economic Status, Family Background, *High School Students, Occupational Aspiration, *Personal Values, Questionnaires, *Rural Urban Differences, *Sex Differences, *Social Attitudes, Social Life, Social Maturity

Identifiers—*Appalachia, Kentucky

The hypothesis of this study is that there are no differences between urban and rural high school students. All the students in attendance in a rural (n=752) and an urban (n=1413) high school in Kentucky were given a questionnaire by homeroom teachers who had been instructed in its use. Comparisons of the sample were made by school location (rural and urban) and by sex. The hypothesis was generally supported in the areas of age-grade placement, with the rural students being slightly older; however, on the average in both schools, 9th graders were in their 14th year; 10th graders were in their 15th year; 11th graders were in their 16th year; and 12th graders were in their 17th year. Also, students in both types of schools agreed that they would prefer to go steady with a person of their own religion or that religion was not important. The null hypothesis was more applicable in areas of family size, family parental composition, allowances, earnings, church membership and attendance, occupational field of the head of the house, level of education of parents, occupational and educational aspirations, school participation, and maturity for marriage. [Not available in hard copy due to marginal legibility of original document.] (Author/LS)

RE

ED 042 566

RE 002 439

Ohmacht, Fred W.

Individual Differences in Reading.

Pub Date Dec 69

Note—13p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

Document Not Available from EDRS.

Descriptors—*Individual Differences, Learning Processes, *Reading Skills, *Sequential Learning, Skill Development, *Transfer of Training

A strategy for investigating which individual difference variables have transfer value at various stages of acquiring effective reading skills was discussed. Definitions of basic human abilities, including intrinsic and extrinsic individual differences were reviewed. In examining the required subskills in the reading process, it was pointed out that, regardless of the taxonomy used, appropriate behaviors must be defined representing the various levels and data gathered and examined for a hierarchical structure. The proposed strategy would include the following steps: (1) obtain measures on the skills for a sample representative of a wide age and reading skill range; (2) gather baseline data on the basic human abilities; (3) measure students periodically on various reading skills; and (4) calculate intercorrelations of basic abilities with various reading skills, which would be measures of the transfer value of the basic abilities to various stages of learning the reading skills. A bibliography is included. (CL)

ED 042 567

RE 002 805

Fay, Leo

The Issues and the Challenge of the Right to Read.

Pub Date 15 Nov 69

Note—6p.; Address delivered to the Ohio Council of the International Reading Association, Toledo, Ohio, Nov. 15, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Educational Equality, Functional Illiteracy, Group Norms, *Illiteracy, National Norms, *Reading Failure, Reading Improvement, *Reading Instruction, Time Factors (Learning)

The issues and problems faced today in regard to reading instruction were reviewed, and suggestions for meeting Commissioner Allen's challenge of the "Right to Read" were made. Three realities in United States education today include (1) the generally higher quality of the products of our schools than in the past, (2) startling statistical evidence of national reading deficiencies, and (3) society's demands for higher levels of accomplishment to meet our national goals. Educational professionals must face this challenge by taking the following steps toward achieving the goal of

the right to read for all: (1) challenge the normal curve, (2) define quality of instruction according to the impact upon a learner, (3) base instruction upon the student's ability to understand it, (4) persevere, and (5) allow ample time for learning to take place. In conclusion, specific steps that state and local councils can take to implement the "Right to Read" movement were enumerated. (CL)

ED 042 568

RE 002 807

Otto, Wayne Smith, Richard J.

Administering the School Reading Program.

Pub Date 70

Note—212p.

Available from—Houghton Mifflin Company, 1900 So. Batavia Ave., Geneva, Ill. 60134 (\$3.75)

Document Not Available from EDRS.

Descriptors—Administrator Role, Community Support, Inservice Teacher Education, *Program Administration, *Program Development, *Program Improvement, Program Planning, Reading Consultants, *Reading Improvement, *Reading Programs, School Community Relationship, Skill Development

Part I of a book for administrators and teachers is devoted to an overview of the school reading program: its focus and scope, its component skills and their development, and its relationship to the other language arts. The emphasis is not on the specifics of instruction but on providing a framework within which efficient reading instruction can be effected. Part 2 discusses aspects of a school program that need consideration if improved reading instruction is to result. Scheduling, materials, evaluation, public relations, and roles of specialized personnel are discussed. In addition, suggestions for inservice training programs are made, and 17 model inservice programs are described. References are included for each chapter. (WB)

ED 042 569

RE 002 819

Krippner, Stanley

Space, Time, and Dyslexia: Central Nervous System Factors in Reading Disability.

Pub Date Dec 69

Note—57p.; Paper presented at a workshop on learning disabilities sponsored by Coney Island Hospital and held in Brooklyn, N.Y., in December, 1969

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Clinical Diagnosis, *Diagnostic Tests, *Dyslexia, Lateral Dominance, Minimally Brain Injured, Neurological Defects, Neurologically Handicapped, Neurological Organization, *Reading Diagnosis, Remedial Programs

Developmental and post-traumatic dyslexia are discussed in terms of a dysfunction of the central nervous system resulting in reading disabilities. The relationship of reading to other language functions is considered, with emphasis on the temporal aspects of speech and reading. An interdisciplinary approach is held necessary for the diagnosis of dyslexia, and emphasis is placed on the idea that diagnosis should be made by a medical specialist operating in an interdisciplinary research facility. Diagnostic techniques for professional workers are listed, including 12 psycho-educational tests and/or batteries. Eleven tests and techniques are detailed for the remediation of learning disabilities in the classroom. Sixteen remedial approaches are discussed at some length. It is noted that the question of whether neurological organization can be changed to bring about a greater facility in mastering language skills remains a controversial issue. An extensive bibliography is attached. (WB)

ED 042 570

RE 002 829

Robinson, H. Alan

Communications and Curriculum Change.

Pub Date 8 May 70

Note—14p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Child Language, *Communication Skills, *Educational Improvement, Effective Teaching, Individualized Instruction, Language Development, Language Experience Approach, *Language Patterns, *Relevance (Education), *Student Needs

Ways that the teacher can make communication skills instruction relevant to the learner are

emphasized. It is suggested that teachers (1) learn more about our language structure, (2) study the particular environment and language of students, (3) emphasize strategies of word attack in context rather than teach lists of individual sight words, (4) distinguish between oral and silent reading demands for meaning, and (5) concentrate on the child's language development prior to reading. The language-experience approach and provisions for individualized instruction are claimed to be the most effective in reaching the interests and experiences of the learner. The needs for developing and implementing provisions for transfer of learning, instruction in reading expository materials, multimedia instructional facilities, effective evaluation devices, differentiated instructional personnel teams, in-service programs, and research activities are also outlined. It is concluded that reading instruction, and, in fact, all communication skills instruction, must be subsumed by ideas. Communication skills are means to ends, not ends in themselves. References are included. (CM)

ED 042 571 RE 002 832

Carter, Homer L. J.
The Therapist's Approach to the Study of the Disabled Reader, An Allopathic Concept.

Pub Date 7 May 70

Note—16p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Clinical Diagnosis, *Etymology, *Reading Diagnosis, *Reading Difficulty, *Remedial Reading, Remedial Reading Clinics

The disabled reader is defined in this paper as the student who does not respond to regular classroom instruction and who requires detailed diagnosis and treatment, generally implemented by the reading clinician and the clinic team of specialists. Allopathic treatment is concerned with the identification of causal factors and their immediate removal or mitigation. It includes correction of physical, psychological, sociological, and educational factors affecting the child's reading performance as well as the provision of specialized reading instruction. Eight outlined steps constitute an allopathic concept of indepth diagnosis which is not complete until treatment is applied and verified. These steps are statement of the problem, assumed hypotheses, rejected hypotheses, accepted hypotheses, discovery and explanation of consequential factors, predicted treatment, and verification. The case study of a sixth-grade boy, including application of the eight-step diagnosis paradigm to his situation, is reported. (CM)

ED 042 572 RE 002 835

Dewey, Godfrey
Relative Frequency of Occurrence as a Factor in the Phonemic and Graphemic Problems of Written English.

Pub Date 7 May 70

Note—11p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—English, Graphemes, *Linguistics, *Orthographic Symbols, Phonemes, *Phonemic Alphabets, *Phonemics, *Reading, Spelling

Two criteria for a phonemic notation—assignment of symbols to sounds and the influence of purpose—were discussed. Also presented were three purposes of a phonemic notation: (1) as an initial teaching medium, (2) for an intermediate stage or stages of phonemic spelling reform of English, and (3) for an ultimate phonemics spelling reform. Data of relative frequency of phonemes and/or graphemes were viewed as having importance in (1) devising phonemic codes and in formulating rules, (2) assessing compatibility with traditional orthography, (3) estimating the possible savings in the writing and printing of superfluous letters, and (4) standardizing a type of notation. Examples were given which illustrate the use of data on relative frequency in making decisions related to standardizing the type of notation. Tables and references are included. (DH)

ED 042 573 RE 002 838

Eitmann, Twila
Readness: Some Travel Faster than Others. A Unit on Reading Readiness.

Project Impact, Council Bluffs, Iowa.

Pub Date Jun 69

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Auditory Perception, *Beginning Reading, *Grade 1, Reading Materials, *Reading Readiness, *Sensory Training, *Unit Plan, Visual Perception

An extended readiness unit plan for beginning first graders who demonstrated a limited degree of readiness in kindergarten is provided. The unit theme is the five senses, and the following sequence of presentation is used: sight, hearing, smell, touch, and taste. Visual-perception activities receive the most emphasis. Included in procedures for teaching each section are descriptions of individual, small-group, and large-group activities; patterns for some materials used; and poems, film, and art activities. Recommended time limits are also included for each unit. Suggested teacher references and supplementary films are listed, and an extensive booklist for first-grade independent reading, published by Elementary English, is appended. (CM)

ED 042 574 RE 002 839

Glass, Gerald G. Cohn, Marvin L.
The Effect of Perceptual Conditioning Upon the Decoding Ability of Elementary School Pupils Utilizing Trained Para Professionals as the Primary Instructors.

Pub Date May 70

Note—5p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Conditioned Response, *Elementary Grades, *Paraprofessional School Personnel, Pattern Recognition, *Sight Method, Structural Analysis, Visual Learning, *Visual Perception, *Word Recognition

The gain in word analysis for elementary school students tutored in a perceptual-conditioning approach was reported. Subjects were 98 first graders, 41 fourth graders, and 16 fifth graders. The approach instructionally separated the teaching of decoding from the teaching of comprehension; only single whole words were used and always out of context. Paraprofessional tutors instructed individuals or small groups for approximately 15 minutes twice a day. The pupils were always told the sound of the word to prevent them from analyzing an unknown word by their own method. Pretest and post-test scores on the word-analysis section of the Durrell Analysis of Reading Difficulty indicated significant gain for all groups. The largest gain was found for grade-4 students, whose average gain was approximately 20 months for the 4-month experimental period. (CM)

ED 042 575 RE 002 840

Howards, Melvin
Strategies for Improving Our Concepts and Techniques in Regard to Speed Reading.

Pub Date May 70

Note—3p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Rapid Reading, *Reading Instruction, *Reading Processes, *Reading Skills, *Reading Speed

The author discounts the effects of currently promoted speed reading programs as resulting in short-term effectiveness and disregarding a consideration of what constitutes good reading at any speed. He claims that the types and levels of transformations and interpretations, verbal and nonverbal, that must go into good reading are not susceptible to simple speed reading programs or formulas. He suggests that speed reading is best taught indirectly and that educators need to focus on understanding the reading process as it is integrated with the total personality, intelligence, emotions, previous education, and life experience of the reader. (CM)

ED 042 576 RE 002 842

Kaiser, Robert A.
Diagnosis: By Whom and for Whom?

Pub Date 7 May 70

Note—15p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Classroom Observation Techniques, *Clinical Diagnosis, Diagnostic Teaching, Diagnostic Tests, *Personnel Needs, *Reading Diagnosis, Reading Difficulty, *Reading Failure, Reading Tests

The roles of the teacher and clinician in the diagnostic reading situation are explored, and the importance of diagnosis for reading instruction is stressed. Emphasis on a child-centered program, with the classroom and the clinic viewed as basic structures for gathering diagnostic information, is recommended. Factors related to reliability, validity, and interpretation of information are also discussed. Strang's seven levels of diagnosis are listed to indicate the responsibilities of the classroom teacher as compared with those of the clinician. It is noted that a special report issued by the National Advisory Committee on Dyslexia and Other Related Reading Disorders (HEW) revealed that 15 percent of otherwise able students were experiencing difficulties in learning to read. The immediate concern indicated, then, is the discovery and treatment of these 8-million youngsters, a massive task that requires the training of individuals who can gather, analyze, and interpret the necessary data so that treatment may be applied. References are included. (WB)

ED 042 577 RE 002 844

McGinnis, Dorothy J.
The Teacher's Approach to the Study of the Disabled Reader, A Homeopathic Concept.

Pub Date 7 May 70

Note—13p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Goal Orientation, Language Experience Approach, Motivation, *Reading Diagnosis, *Reading Difficulty, *Remedial Reading

Classroom treatment for the disabled reader in which the child is permitted to make reading errors and then to develop control over them is described. Homeopathic treatment emphasizes meeting the child's reading needs as they develop rather than determining causal factors and providing drastic remediation. A goal-oriented process of instruction is described in which the teacher stimulates, informs, and guides her pupils in accomplishing projects and attaining individual goals. A fifth-grade project in which each child prepares his own books (writing, illustrating, and binding) illustrates the implementation of this concept. Three factors identified by research which influence learning effectiveness are related: intrinsic motivation, careful material selection, and meaningful practice. References are included. (CM)

ED 042 578 RE 002 849

Smith, Richard J.
The Role of the Reading Resource Teacher.

Pub Date 7 May 70

Note—10p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Curriculum Development, *Reading Consultants, Reading Development, Reading Diagnosis, *Reading Programs, Remedial Reading Programs, *Resource Teachers, *Teacher Role

The reading resource teacher program established in the Madison, Wisconsin, Public Schools is described. Volunteer classroom teachers were given 20 hours of special training in reading and one-half day a week released time to assist their principals in reading curriculum development. Such consideration as cost, teacher-ability differences, staff acceptance, and additional training programs are discussed. Because each principal utilizes the services of the reading resource teacher according to the reading curriculum needs of his school, the roles differ among the participating schools. The various roles described include acting as a liaison person with central office consultants, establishing tutorial programs, providing diagnostic services, purchasing instructional reading materials, supporting the classroom teacher, providing specialized teaching, and serving on curriculum committees. (CM)

ED 042 579 RE 002 906

Burton, Dwight L.
The Content of Literature in the High School.

Pub Date 7 May 70

Note—10p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Choral Speaking, Composition (Literary), Creative Writing, Descriptive Writing, *English Programs, *High School Curriculum, *Literary Analysis, Literary Styles, Literature Appreciation, *Literature Programs, *Thematic Approach

The content of a literature program defined in terms of the structure of literature is proposed. A three-layer definition of structure is suggested which considers (1) the substance of literature, including man and his gods, man and the natural world, man and other men, and man and himself; (2) mode in literature, including the romantic, comic, tragic, and ironic; and (3) form in literature, including genres, elements of structure, and certain stylistic devices. The content of the program will include concern with the literary works in terms of concepts and archetypal themes relevant to the developmental level of the students. It is suggested that the content of a literature program will become more meaningful if the following allied activities are incorporated: (1) discussion to illuminate the student's reading of a work and to increase ability to deal with genre; (2) oral and dramatic activities for providing students with another dimension of experience with literature and to aid comprehension and appreciation; and (3) writing activities, including noncritical, interpretive or critical, and imaginative. (CL)

ED 042 580

RE 002 907

Ching, Doris C.

The Teaching of Reading in Kindergarten.

Pub Date May 70

Note—12p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Beginning Reading, *Early Reading, *Kindergarten, *Questionnaires, Reading Instruction, Reading Programs, *Reading Readiness, *Reading Research

This study was concerned with assessing both prereading and reading activities on the kindergarten level. A questionnaire survey was made of selected aspects of the content and conduct of the kindergarten prereading and reading programs in school districts throughout the state of California. The questionnaire used consisted of three parts: Part 1 was concerned with general background information on the community, school, and teachers; Part 2 with reading readiness; and Part 3 with the formal reading program. Twenty main findings of the study were explained. The study seemed to indicate that kindergarten teachers need more help and guidance concerning the place of reading and the methods and techniques of reading in the kindergarten curriculum. District and school administrative personnel must correct this problem if the individual needs of the pupils are to be met in regard to preparing and teaching the children to read. References are included. (Author/NH)

ED 042 581

RE 002 913

Garrett, John

Language Arts for the Emotionally Disturbed Child.

Pub Date May 70

Note—11p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Behavior Problems, *Emotionally Disturbed Children, *Language Arts, Psychotic Children, *Special Education, Special Education Teachers, *Student Teacher Relationship

In order for teachers to be of assistance to disturbed children it is necessary that they recognize behavioral manifestations indicative of emotional disturbances and become familiar with those approaches which have been attempted in order to select the approach which appears most applicable to the individual child. The author describes the most common patterns of behavioral manifestations observed in the school, including patterns of acting-out behavior, withdrawn behavior, and psychotic behavior. Language arts for these children should have the same long-range goals as language arts for non-handicapped children. Language arts for the various types of behavior already described are outlined. The author also suggests various educational and auxiliary services that would aid disturbed children. References are included. (Author/NH)

ED 042 582

RE 002 917

Hollingsworth, Paul M.

Diagnosis and Prognosis: An Interdisciplinary Approach.

Pub Date May 70

Note—8p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Family Environment, Family Influence, *Interdisciplinary Approach, *Learning Disabilities, Medical Evaluation, Mental Development, Reading Clinics, *Reading Diagnosis, Reading Difficulty, Reading Failure, *Reading Processes, *Remedial Reading

The need for experts from related disciplines to aid in learning diagnosis and prognosis is discussed. While support for a multi-causation theory of reading disability has been general for many years, it has not led to action, as reflected in the lack of an interdisciplinary approach to learning disabilities in many schools, reading centers, and clinics. Specific diagnostic information must be obtained if appropriate instructional strategies and remedial methods are to be employed. Six levels of diagnosis are suggested, including descriptions of (1) reading performance, (2) behavior affecting reading performance, (3) a detailed analysis of the child's reading process, (4) mental ability, (5) medical problems affecting learning, and (6) family attitudes contributing to learning problems. Examples are given for interdisciplinary areas of evaluation and for the effective use of specialists from other related fields. The experimental interdisciplinary program in Reno, Nevada, is cited. References are included. (WB)

ED 042 583

RE 002 920

Lowes, Ruth

Strategies for Teaching Literature for Children—Elementary.

Pub Date 8 May 70

Note—12p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Childrens Books, Curriculum Planning, Elementary Grades, *Elementary School Curriculum, *Literature, Reading Materials

An exhortation was made for increased use of literature in the elementary grades: never before have books been so abundant or opportunities so available for making books easily accessible to children. The various disciplines and the changes within the last few years and their influence on new strategies for teaching literature are described. An explanation is given of two different approaches for selecting literature materials—from the standpoint of a highly structured curriculum and from that of a nonstructured curriculum. It is noted that advocates of structured or nonstructured curricula have opposing ideas as to where to place the emphasis in teaching literature. Optimism is expressed concerning the inclusion of more literature in elementary curricula in the future. References are included. (NH)

ED 042 584

RE 002 925

Rutherford, William L.

Analyzing Classroom Instruction in Reading.

Pub Date 9 May 70

Note—14p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Classroom Observation Techniques, *Instructional Improvement, *Interaction Process Analysis, Reading Improvement, Student Participation, *Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, *Teacher Improvement

A method for analyzing instructional techniques employed during reading group instruction is reported, and the characteristics of the effective reading teacher are discussed. Teaching effectiveness is divided into two categories: (1) how the teacher acts and interacts with children on a personal level and (2) how the teacher performs his instructional duties. Teacher behaviors in the affective and cognitive domains are considered. To combat the inefficient and ineffective uses of instructional time, a Guide for Observing Reading Instruction was developed.

Designed to be used by two observers, data are to be collected in the following areas: (1) time spent in teacher talk, (2) time spent in student talk, (3) number of interchanges between teacher and student, (4) time each student talks or reads aloud, (5) types of teaching activities, and (6) approximate time spent on each activity. Uses of the guide, notational procedures, and examples are presented. References are included. (WB)

ED 042 585

RE 002 926

Singh, Jane M.

An Investigation of the Effect of Individualized Enrichment Homework upon the Academic Achievement of Children in the Fourth, Fifth, and Sixth Grades.

Pub Date May 70

Note—5p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Academic Performance, Elementary School Students, *Experimental Programs, *Homework, *Individualized Instruction, *Performance Factors, Reading Ability, Reading Improvement

An experimental study was conducted to determine whether the kind of homework a teacher gave made a difference in academic achievement in elementary school children and whether homework such as collecting, observing, listening, and constructing models improved reading ability. Subjects were nearly 700 students in grades 4 through 6 in two schools in Tempe, Arizona. The children were from all socioeconomic backgrounds. Individualized enrichment homework (IEH) assignments were given to groups of the students for the first 16 weeks of the school year in reading, spelling, language, arithmetic, social studies, and science. The students were given complete freedom in how they planned their homework. Tests indicated that the reading ability of these children benefited from IEH; that when children are actively involved in their own learning, structured to their own personal interests, gain in ability in handling reading skills becomes apparent. (Author/NH)

ED 042 586

RE 002 930

Touhey, John F.

The Learning Center: Its Role and Future Implications for the Junior College.

Pub Date 8 May 70

Note—9p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Academic Enrichment, Educational Programs, *Junior Colleges, *Reading Centers, School Services, *School Study Centers, School Support

The importance of an interdisciplinary learning center as a supporting element for the academic program was stressed. The various services such a center can perform for students and faculty are described. The development of the Learning Center at the Community College of Delaware County, Media, Pennsylvania, was traced as a point of departure for comparison and discussion of such centers. Both the quantitative and qualitative aspects of the center's growth were described. Since it began in 1968, it has grown from 38 students and a part-time reading specialist to 875 students and six staff members, plus adjunct professionals from the academic departments. Its services have expanded from help with reading comprehension, vocabulary, basic grammar, and term paper and study skills to include a full reading program, developmental programs in English and mathematics, a foreign language open lab, and voluntary referral. (NH)

ED 042 587

24

RE 003 027

Marsh, George Sherman, Marjorie

Transfer from Word Components to Words and Vice Versa in Beginning Reading.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—TR23

Bureau No.—BR-6-2865

Pub Date 31 Mar 70

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Graphemes, *Kindergarten Children, Phonemes, *Phonics, *Reading Processes, *Reading Research, *Transfer of Training, Word Study Skills

The transfer relationships between three tasks used in the Southwest Regional Laboratory's (SWRL) First-Year Communications Skills Program to help the child recognize the relationship between isolated letter sounds and the same sounds embedded in a word context were investigated. The three tasks were learning isolated letter sounds, learning sounded-out (phonemically segmented) words, and learning whole words. The subjects were 96 children attending prekindergarten and kindergarten sessions. Each subject was randomly assigned to one of eight groups. Three lists (whole words, sounded-out words, and isolated letters) were presented to each of the eight groups. The results ranked the degree of transfer to be expected between words and word components. The greatest amount of transfer was obtained between isolated letter sounds and sounded-out words; the next largest amount of transfer was obtained between sounded-out words and whole words. In general, the results showed that learning the sounded-out words is a very useful pivot task because there was considerable transfer from this task to both isolated letter sounds and whole words while there was little, if any, direct transfer between the latter two tasks. References are included. (Author/NH)

ED 042 588 24 RE 003 028

Niedermeyer, Fred C.
Parent-Assisted Learning.
Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—TR-19

Bureau No.—BR-6-2865

Pub Date 12 Sep 69

Contract—OEG-4-7-062865-3073

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Kindergarten Children, Parent Education, *Parent Participation, Parent Role, Performance Factors, *Programmed Tutoring, Reading Diagnosis, *Reading Improvement, Reading Programs, *Reading Research

The effects of parent-monitored practice at home on pupil performance in reading were investigated. The study used as instructional vehicles the Parent-Assisted Learning Program (PAL) and the Southwest Regional Laboratory's (SWRL) First-Year Communication Skills Program. PAL was designed to enable school personnel to establish a system whereby parents effectively instruct their primary-grade children in basic skills at home. Programmed materials, called Practice Exercises, and carefully prescribed training procedures were developed to be used by parents or other nonprofessionals. The results of a study made in three kindergarten classes indicated that the PAL and Communication Skills Program elicited high levels of parent participation and pupil learning. References are included. (Author/NH)

ED 042 589 24 RE 003 049

Cullinan, Bernice E. And Others

Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.

New York Univ., N.Y. School of Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-9-B-009

Pub Date Jul 69

Grant—OEG-2-9-420009-1014(010)

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Auditory Training, *Beginning Reading, *Disadvantaged Youth, Grade 1, Kinesthetic Methods, *Reading Achievement, *Reading Instruction, *Reading Research, Sensory Training, Visual Learning, Word Recognition

An exploratory study to discover the relationships between preferred learning modalities and differentiated presentations of reading tasks was conducted in a low socioeconomic, predominantly Puerto Rican public school in New York City, with 106 first-grade children as subjects.

Preferred learning modality (auditory, visual, or kinesthetic) was identified by administration of The New York University Modality Test. The subjects were then randomly assigned within each modality to one of four experimental treatment groups or a control group. All subjects received the regular program of first-grade instruction. However, the treatments differed in the type of emphasis and materials used in the presentation of the reading tasks according to the learning modality emphasized. Criterion measures used were a word recognition test developed for this study and the Metropolitan Reading Achievement Test, Primary I. Among the results obtained from the word recognition test was that each of the four treatment groups differed significantly from the control group but not significantly from each other. According to the Metropolitan Test, the treatment groups did not differ significantly either from each other or from the control group on total reading score or on the word discrimination subtest. A bibliography, tables, and tests are included. (Author/NH)

ED 042 590 24 RE 003 053

Guthrie, John T.

Motivational Effects of Feedback in Reading.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—R-74

Bureau No.—BR-6-1610

Grant—OEG-2-7-061610-0207

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Cloze Procedure, *College Students, *Feedback, *Learning Motivation, Learning Theories, Reading Comprehension, Reading Interests, *Reading Research, Reinforcement

The effects of feedback on motivation were investigated with a 3 x 3 factorial design. Adult subjects (72 male college students) read prose sentences and completed cloze test items. Feedback on each item was either immediate, delayed, or omitted. A cloze retention test over the sentences was given either immediately, delayed, or was omitted. To assess motivation, the subjects were given a continuation of the original passage which they read for as long as they wished. The time spent reading was recorded as a measure of perseverance and motivation. The results indicated that (1) delayed feedback produced significantly more learning on the original task than did immediate feedback, (2) immediate feedback produced significantly more perseverance on the continuation passage than did delayed feedback, and (3) perseverance on the continuation passage was positively correlated (.46) with scores on a comprehension test over the continuation passage. The results are explained in terms of differential affective responses acquired to the reading task under different feedback conditions. Tables, references, and appendixes are included. (Author/WB)

ED 042 591 RE 003 136

Survey of Title I Reading Programs Conducted in the Fiscal Year of 1966. Preliminary Report.

Division of Compensatory Education, BESE.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 67

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Compensatory Education, Developmental Programs, *Educationally Disadvantaged, Effective Teaching, Enrichment Programs, *Federal Aid, Inservice Education, Instructional Innovation, *National Surveys, *Program Evaluation, *Reading Programs, Remedial Reading Programs, School Surveys
Identifiers—Elementary Secondary Education Act Title I

A nationwide survey of 1,000 school reading projects for the disadvantaged during 1966-67 conducted by Western Reserve University is discussed. Among its purposes were (1) to learn by categories what Title I had funded under the general heading of reading, (2) to discover how these programs had been implemented, (3) to find out what kinds of personnel, materials, and equipment were being used, (4) to analyze dif-

ferent kinds of programs in light of research and professional opinion, and (5) to assess the project designs most likely to predict success. The study also attempted to determine what auxiliary services should be included to produce effective programs and to pinpoint projects which show special promise so that their progress can be followed by the United States Office of Education. The following steps in the survey's completion are described: establishment of criteria for effective reading programs for needy children, selection of a representative sampling of reading projects throughout the United States, interviewing of local project directors by telephone, compilation and summarization of telephone data, visitation of selected projects in several geographical areas, analysis and reporting of visitation data, determination of promising practices, and formulation of recommendations. This publication represents only a portion of the study's full report. (Author/RW)

ED 042 592 RE 003 137

Laffey, James L.

Recent Reviews and Bibliographic Resources for Reading Research, Supplement 1. ERIC/CRIER Reading Review Series, Bibliography 26.

Indiana Univ., Bloomington.

Pub Date Apr 70

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Annotated Bibliographies, Information Needs, Information Sources, *Reading, *Reading Research, *Resource Materials

This collection of general sources of information on reading published during the years 1967, 1968, and 1969 updates a previous bibliography of the same name. The most recent three years of research summaries in the ERIC/CRIER Basic Reference Collection were reviewed and the most useful documents identified. The entries are arranged alphabetically in two parts: 1967-68 documents are in Part 1 and 1969 documents are in Part 2. A descriptive abstract is included for each entry. Also, every item included in the bibliography has appeared in the published literature and should be available in libraries with good collections in psychology and education. (Author/NH)

ED 042 593 RE 003 138

Miller, ChloeAnn, Comp.

Research on Elementary Reading: Interests and Tastes. ERIC/CRIER Reading Review Series, Bibliography 29.

Indiana Univ., Bloomington.

Pub Date Aug 70

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—*Annotated Bibliographies, *Bibliographic Citations, *Childhood Interests, Elective Reading, *Reading Interests, Reading Materials, *Reading Research, Recreational Reading

Recognizing the relationship between interests and tastes that exists in the reading selection process, studies concerning either interests or tastes or a combination of both are included in this bibliography. However, taste as an inherent factor in the selection process was rarely treated in the research. The major concern was an emphasis on enumerating or classifying what was read and, in a few instances, on evaluating the selection or discussing the readers' demands for quality. Studies included in Part 1 were published from 1950 through 1969 and were organized into four sections: preference surveys, interests and tastes in relation to other factors, programs to develop interests and improve tastes, and research summaries. A descriptive abstract describes each entry in Part 1. Part 2 included citations and brief annotations for relevant documents published prior to 1950. (Author/NH)

ED 042 594 RE 003 139

Guthrie, John T.

Learnability vs. Readability of Texts.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—R-80

Bureau No.—BR-6-1610

Pub Date Sep 70

Grant—OEG-2-7-061610-0207

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Comprehension, *Grade 6, *Learning, *Readability, *Reading Comprehension, Reading Level, Reading Materials, *Textbook Evaluation, Word Recognition

A distinction is made between the learnability and readability of text materials. Learnability refers to the extent to which new learning results from reading a passage; readability refers to the extent to which a passage is comprehended. Clearly, comprehension can occur without new learning. Classic readability formulas use text characteristics such as word difficulty and sentence length to predict comprehension. In this study, the prediction of new learning with a variety of text variables was examined. Sixty-two sixth-grade subjects read 11 passages ranging from second- to twelfth-grade difficulty. Learning scores were based on two types of pretests and post-tests. The results of stepwise regression analyses of text characteristics on learning scores revealed that the same characteristics, including word difficulty and sentence length, which predict comprehension also predict new learning. However, more than one text characteristic in a multiple regression equation did not significantly improve the predictability over the zero order correlation. Thus, classic readability formulas may be used to estimate the learnability as well as the readability of text materials. (Author/NH)

ED 042 595 24 **RE 003 171**

Entwistle, Doris R. And Others

Giant Steps: A Game to Enhance Semantic Development of Verbs.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Report No.—RR-81

Bureau No.—BR-6-1610

Pub Date Sep 70

Grant—OEG-2-7-061610-0207

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Educational Games, *Grade 3, *Language Research, *Semantics, Syntax, *Verbal Learning

The game "Giant Steps" was described. It was designed to aid children in the semantic development of verbs. The purpose of the experimental evaluation was to determine whether playing the game actually did influence the associative structure of those verbs and adverbs that are "guessed" words in the game. Third graders from two classrooms in an integrated school (60 percent Negro) in Baltimore City were randomly divided (same reading achievement level) into an experimental group (N=23) and a control group (N=22). Pretests and post-tests were given to both groups on the first and fifth day, respectively. The experimental group played the game twice each day (about 20 minutes per day) on days 2, 3, and 4. Playing the game appeared to result in small changes in associative patterns on the desired direction. The game could be developed for children in all the elementary grades. Tables, figures, and references are provided. (DE)

SE

ED 042 596 **SE 007 581**

Brainard, Robert W., Ed.

Science Policy Bulletin, Volume 2 Number 3.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Jun 69

Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Annotated Bibliographies, Federal Legislation, Financial Support, Foreign Policy, *Government Role, Natural Resources, *Policy Formation, *Scientific Research, Socioeconomic Influences, *Technology

This bimonthly bulletin reports annotations of current literature on science and public policy. Coverage includes both "policy for science" and "science for policy" in the areas of engineering, technical and narrowly specialized publications. Its purpose is to aid persons who study, formulate, or implement public policy related to science by alerting them to new additions to the

science policy literature. Documents are listed under the headings of (1) General, (2) Science, Domestic Problems and National Goals, (3) Needs and Allocation of Resources for Science, (4) National R&D Programs, (5) Science, Education, and the University, (6) Science Management and Policy-Making Bodies, (7) Science, Foreign Affairs, and National Defense, and (8) Science Policy in Foreign Countries. The 123 documents are listed under one of these categories. Cross-indexing is not used. Major meetings and other events in the area are also reported. (RR)

ED 042 597

SE 007 600

Brainard, Robert W., Ed.

Science Policy Bulletin, Volume 2 Number 4.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Aug 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Annotated Bibliographies, Federal Legislation, Foreign Policy, *Government Role, Natural Resources, *Policy Formation, *Scientific Research, Socioeconomic Influences, *Technology

This bimonthly bulletin reports annotations of current literature on science and public policy. Coverage includes both "policy for science" and "science for policy" in the areas of engineering, technical and narrowly specialized publications. Its purpose is to aid persons who study, formulate, or implement public policy related to science by alerting them to new additions to the science policy literature. Documents are listed under the headings of (1) General, (2) Science, Domestic Problems and National Goals, (3) Needs and Allocation of Resources for Science, (4) National R & D Programs, (5) Science, Education, and the University, (6) Science Management and Policy-Making Bodies, (7) Science, Foreign Affairs, and National Defense, and (8) Science Policy in Foreign Countries. The 92 documents are listed under one of these categories. Cross-indexing is not used. Major meetings and other events in the area are also reported. (RR)

ED 042 598

SE 007 869

Brainard, Robert W., Ed.

Science Policy Bulletin, Volume 2 Number 5.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Oct 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Annotated Bibliographies, Federal Legislation, Financial Support, Foreign Policy, *Government Role, Natural Resources, *Policy Formation, *Scientific Research, Socioeconomic Influences, *Technology

This bimonthly bulletin reports annotations of current literature on science and public policy. Coverage includes both "policy for science" and "science for policy" in the areas of engineering, technical and narrowly specialized publications. Its purpose is to aid persons who study, formulate, or implement public policy related to science by alerting them to new additions to the science policy literature. Documents are listed under the headings of (1) General, (2) Science, Domestic Problems and National Goals, (3) Needs and Allocation of Resources for Science, (4) National R & D Programs, (5) Science, Education, and the University, (6) Science Management and Policy-Making Bodies, (7) Science, Foreign Affairs, and National Defense, and (8) Science Policy in Foreign Countries. The 109 documents are listed under one of these categories. Cross-indexing is not used. Major meetings and other events in the area are also reported. (RR)

ED 042 599

SE 007 883

Goals for the Correlation of Elementary Science and Mathematics: The Report of the Cambridge Conference on the Correlation of Science and Mathematics in Schools.

Cambridge Conference on School Mathematics, Newton, Mass.; Educational Development Center, Inc., Newton, Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—218p.; Report of The Cambridge Conference on the Correlation of Science and

Mathematics in the Schools (Pine Manor Junior College, Brookline, Mass., August 21-September 8, 1967)

Available from—Houghton Mifflin Co., 1900 South Batavia Ave., Geneva, Illinois 60134

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Curriculum Development, Educational Objectives, *Elementary School Mathematics, *Elementary School Science, *Integrated Curriculum, Learning, Teacher Education

This is The Report of the 1967 Cambridge Conference on the Correlation of Science and Mathematics in the Schools. It is addressed to professionals in education, and is designed to stimulate dialogue among them concerning the mathematics-science curriculum. The report is organized in five chapters, each dealing respectively with (1) educational goals, (2) implications for the mathematics-science curriculum, (3) topics in the mathematics-science curriculum, (4) curricula and teacher training, and (5) recommendations for immediate implementation. Various student activities are described in the twenty-five appendices. A list of the conference participants is included in the report. (LC)

ED 042 600

SE 008 004

DeRose, James V.

Independent Study in High School Chemistry: A Progress Report.

Marple Newton School District, Newton Square, Pa.

Pub Date 9 Jan 70

Note—29p.; Paper presented at the Annual Meeting of the National Science Teachers Association (18th, Cincinnati, Ohio, March 13-17, 1970)

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Academic Achievement, *Chemistry, Course Objectives, *Curriculum, Evaluation, *Independent Study, *Program Descriptions, *Secondary School Science

This is a progress report of an independent study program in chemistry at a senior high school. Currently in its fourth year of operation, the program is designed to provide students with individualized, self-paced instruction in college-preparatory chemistry. The author discusses the rationale for the program, the initial phases, the problems encountered and changes instituted each year, and the program as it is presently structured and operated. The establishment of a hierarchy of behavioral objectives and the procedures for evaluating student performance are presented. The report includes an analysis of data collected on the performance of students in both the independent study and the conventionally taught chemistry programs. The results indicate that the independent study students are better able to achieve and retain the processes, generalizations and hypotheses of chemistry than the conventional chemistry students. The report concludes with plans for the future development of the program. Bibliography. (LC)

ED 042 601

SE 008 059

Collagan, Robert B.

The Construction (Using Multi-Media Techniques) of Certain Modules of a Programmed Course in Astronomy-Space Sciences for NASA Personnel of The Goddard Space Flight Center, Greenbelt, Maryland.

Morgan State Coll., Baltimore, Md.

Pub Date Feb 70

Note—8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Adult Education, *Aerospace Technology, Astronomy, *Autoinstructional Aids, *Curriculum, Instructional Materials, *Multimedia Instruction, Program Descriptions, *Programed Units

This paper describes the development of a self-instructional multi-media course in astronomy-space sciences for non-technical NASA personnel. The course consists of a variety of programmed materials including slides, films, film-loops, filmstrips video-tapes and audio-tapes, on concepts of time, space, and matter in our solar system and galaxy. General objectives of the program, and the evaluation of the achievement of these objectives are discussed. Proposals for the development of three additional autoinstructional modules are presented. In addition, the author

states his intention of using control and experimental groups to evaluate the success or failure of the program. (LC)

ED 042 602 SE 008 094

Cohen, Ronald D.
Evaluation of Student Laboratory Reports Under a Schedule of Partial Reinforcement.
Claremont Graduate School, Calif.
Pub Date 6 Mar 70

Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Assignments, *Educational Psychology, *Evaluation, Grade 9, Grading, Instruction, Motivation, *Reinforcement, *Secondary School Science

This report presents the procedure, results and conclusions of a study designed to test the hypothesis that there would be no difference in the number of acceptable laboratory reports submitted by students in a ninth-grade science course under a schedule of continuous reinforcement where the teacher graded every report, as compared to the number submitted under a 25 percent variable-ratio partial reinforcement schedule where the teacher graded only one out of every four reports submitted by students. A 2 x 2 quasi-experimental design was used with two groups of 48 students during an 18 week period. Results indicated no significant differences between the two groups. Several limitations in interpretations of the results and the implications of the findings for classroom procedures were discussed. Bibliography. (LC)

ED 042 603 SE 008 164

Dhabanandana, Saling
UNESCO Chemistry Teaching Project in Asia: Experiments on Nuclear Science.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date 69

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Chemistry, Foreign Countries, Laboratory Techniques, *Nuclear Physics, Radiation Effects, *Radioisotopes, Science Activities, *Secondary School Science, *Teaching Guides

Identifiers—UNESCO

This teacher's guide on nuclear science is divided into two parts. The first part is a discussion of some of the concepts in nuclear chemistry including radioactivity, types of disintegration, radioactive decay and growth, and tracer techniques. The relevant experiments involving the use of radioisotopes are presented in the second part. The experiments include the use of Geiger counters, investigations of the properties of radiations, and separation techniques such as paper chromatography, ion exchange, solvent extraction and precipitation. A simple circuit diagram of a Geiger counter is included. This handbook is intended primarily for teachers of secondary school science in Asia. (LC)

ED 042 604 SE 008 443

Hernandez, Ivan Gilman, David Alan

A Comparison of the Effectiveness of Several Feedback Modes for Correcting Errors in Computer-Assisted Instruction.

Indiana State Univ., Terre Haute. School of Education.

Pub Date 28 Apr 69

Note—13p.; Paper presented at the Department of Audiovisual Instruction/NEA Meeting (Portland, Oregon, April 28, 1969)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Autoinstructional Programs, *College Science, *Computer Assisted Instruction, Computers, General Science, *Instruction, *Learning, Scientific Concepts, Teaching Methods

This report presents the procedures, results and conclusions of a study designed to compare the effectiveness of several feedback modes for correcting errors in computer-assisted instruction. Seventy-five university upperclassmen were taught 30 general science concepts by means of a computer-assisted adjunct auto-instruction program. Subjects were assigned to five strata on the basis of scholastic aptitude; in each stratum, subjects were randomly assigned to one of the five treatment groups which differed only with regard

to feedback modes. A treatment X level analysis of variance was performed to determine whether differences existed between any of the treatment groups with respect to any of several variables tested. Group means were not significant with regard to SAT scores, pretest scores, or the time required for subjects to attain the criterion of 30 correct responses. Results indicated that the most significant factor in the rate of error correction by adjunct auto-instruction is guiding the subject to the correct response. The most significant factor in immediate retention is the amount of feedback information the subject receives. Analysis of variance tables are included. (LC)

ED 042 605 SE 008 573

Anderson, G. J.

Student Perceptions of Their Science Classes: Classroom Climate Differences in Physics, Chemistry and Biology.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Spons Agency—Quebec Inst. of Research in Education, Montreal.

Pub Date 6 Mar 70

Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn., March 5-8, 1970)

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Biology, Chemistry, *Classroom Environment, Comparative Analysis, *Peer Relationship, Physics, *Secondary School Science, *Student Attitudes, *Student Teacher Relationship

Identifiers—Canada, Learning Environment Inventory

Student responses to the Learning Environment Inventory were obtained from six physics classes, ten chemistry classes and ten biology classes in eight English-speaking schools in the Montreal Metropolitan area. A three-level, one-way multivariate analysis of covariance with the 15 Learning Environment Inventory Scales as dependent variables and teacher sex, class size, and class sex compositions as the covariates, was used to examine the relationship of the three courses to the social climate of learning. The analysis indicated that physics classes are perceived as relatively difficult, goal directed and as containing teacher favoritism, with little function, apathy, speed, or positive affect towards the environment. Biology classes were least like physics classes in these respects. (EB)

ED 042 606 SE 008 868

Brainard, Robert W., Ed.

Science Policy Bulletin, Volume 3 Number 1.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Feb 70

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Annotated Bibliographies, Federal Legislation, Financial Support, Foreign Policy, *Government Role, Natural Resources, *Policy Formation, *Scientific Research, Socioeconomic Influences, *Technology

This bimonthly bulletin reports annotations of current literature on science and public policy. Coverage includes both "policy for science" and "science for policy" in the areas of engineering, technical and narrowly specialized publications. Its purpose is to aid persons who study, formulate, or implement public policy related to science by alerting them to new additions to the science policy literature. Documents are listed under the headings of (1) General, (2) Science, Domestic Problems and National Goals, (3) Needs and Allocation of Resources for Science, (4) National R & D Programs, (5) Science, Education, and the University, (6) Science Management and Policy-Making Bodies, (7) Science, Foreign Affairs, and National Defense, and (8) International Science Policy. The 127 documents are listed under one of these categories. Cross-indexing is not used. Major meetings and other events in the area are also reported. (RR)

ED 042 607 SE 009 068

Archbald, David, Ed.

Environmental Education, Curriculum and Teaching Activities.

Cooperative Educational Service Agency 12, Portage, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—169p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, Elementary Education, Environmental Education, *Instructional Materials, *Resource Materials, Secondary Education

Identifiers—Elementary Secondary Education Act Title III

Presented is a curriculum guide and teaching activities for a K-12 program in environmental education. The program is based on forty-four important environmental education concepts. These concepts are sequenced according to grade level. Activities to teach each concept are suggested. The concepts are organized around the interdependency of living things. The concepts are further developed with attention to three subthemes, economics and culture, ecology, and management. The document is intended to provide teachers with concepts that should be taught in an environmental education program and to provide direction as to how these concepts may be taught. This work was prepared under an ESEA Title III contract. [Not available in hardcopy due to marginal legibility of original document.] (HB)

ED 042 608 SE 009 196

Phillips, Melba

Electricity and Magnetism 2, Magnetostatics.

Commission on Coll. Physics, College Park, Md.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date 66

Note—37p.; Monograph written for the Conference on the New Instructional Materials in Physics (University of Washington, Seattle, 1965)

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*College Science, Electric Circuits, *Electricity, *Instructional Materials, *Magnets, *Physics, Theories

This monograph was written for the conference on the New Instructional Materials in Physics, held at the University of Washington in summer, 1965. The approach is phenomenological and microscopic, and is intended for college students who are not preparing to become professional physicists. The monograph has three sections. Section I includes a short review of the discovery of magnetic phenomena, and a discussion of the concepts of magnetic poles, magnetic field intensity, magnetic moment and magnetic flux. Section II deals with the magnetic interactions of steady currents. Basic calculus is used to reformulate the major concepts of magnetostatics in section III. Some problems for discussion are included in sections I and II. (LC)

ED 042 609 24 SE 009 217

Crawford, Eugene Backhus, DeWayne

The Effect of the Laboratory on the College Students' Understanding and Knowledge of Physical Science, Final Report.

Kansas State Teachers Coll., Emporia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-075

Pub Date May 70

Grant—OEG-6-9-008075-0055(010)

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Academic Achievement, Autoinstructional Laboratories, Cognitive Ability, *College Science, Comparative Analysis, Evaluation, *Instruction, *Physical Sciences, *Science Laboratories

Identifiers—Test on Understanding Science

This paper presents the procedures, results and conclusions of a study designed to determine whether three different methodological approaches to the laboratory for a general education physical science course would lead to the same behavioral outcomes. Students enrolled in the physical science course were randomized into one of three laboratory treatment groups; a highly structured scheduled lab, an audio-tutorial type free lab, and a loosely structured home lab. Behavioral changes were assessed through instructor-written unit tests and the Test On Understanding Science (TOUS). Data were obtained for 140 students during the first experimental period, and for 195 students during the second experimental period. The results indicated that (1) no significant differences existed among the lab groups in terms of their cognitive knowledge

of science, (2) for the first experimental period, no significant differences existed among the groups with respect to their understanding of science as measured by TOUS, (3) for the second experimental period, significant differences existed among the groups on TOUS scores, and (4) the free lab and home lab groups scored significantly higher on TOUS than the scheduled lab groups. (LC)

ED 042 610 SE 009 218
Computers in Education: Their Use and Cost.
Education Automation Monograph Number 2.
American Data Processing, Inc., Detroit, Mich.
Pub Date [70]
Note—99p.

Available from—Management Information Services, 19830 Mack Ave., Grosse Pointe, Mich. 48236 (\$15.00)

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Computer Oriented Programs, *Computers, Cost Effectiveness, *Educational Technology, Electronic Data Processing, *Equipment Utilization, *Facilities, *Higher Education, Program Descriptions, Systems Concepts

This monograph on the cost and use of computers in education consists of two parts. Part I is a report of the President's Science Advisory Committee concerning the cost and use of the computer in undergraduate, secondary, and higher education. In addition, the report contains a discussion of the interaction between research and educational uses of computers, the education of the faculty in the use of computers, and the role of the large university computing facility. Examples of computer usage in instruction in both the sciences and humanities are cited. Part II of the monograph contains (1) an overview of the selection of a media system, and a discussion of (2) its methodology, (3) cost estimates, (4) cost-saving and considerations, and (5) regulatory implications of electronic systems. (LC)

ED 042 611 SE 009 299
Brainard, Robert W., Ed.
Science Policy Bulletin, Volume 3 Number 2.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Pub Date Apr 70
Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Annotated Bibliographies, *Bibliographies, Educational Needs, Educational Objectives, *Educational Policy, *Literature Reviews, National Defense, *Resource Materials, Science Programs, *Sciences

This bulletin is a bimonthly publication which reports the current national and international literature in the area of science and public policy. It is intended for individuals and organizations engaged in studying, formulating, or implementing public policy relating to science and its applications. The literature reported includes books, reports and periodical articles. The focus of the literature reported is on matters of broad public policy; literature of a highly technical and narrowly specialized nature is not included. The information presented consists principally of precis that briefly summarize the content of the cited literature. The precis are presented under one of a number of topical categories including (1) General, (2) Science, Domestic Problems and National Goals, (3) Needs and Allocation of Resources for Science, (4) National R & D Programs, (5) Science, Education, and the University, (6) Science, Management, and Policy-Making Bodies, (7) Science, Foreign Affairs and National Defense, and (8) Interactional Science Policy. (LC)

ED 042 612 SE 009 302
Hubbard, Alfred W., Comp. Weiss, Raymond A., Comp.

Completed Research in Health, Physical Education, and Recreation, Volume 2, 1960 Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 60

Note—84p.
Available from—American Assoc. for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas for the year 1959, and for a part of the year 1958. The compilation is arranged in three parts. Part I consists of an index showing cross references for all listings in parts II and III. Part II contains a bibliography of research covering articles published in fifty-three periodicals and Part III contains listings and abstracts of unpublished masters and doctoral theses for 35 graduate programs in health, physical education, recreation and allied areas. There is a total of 370 listings in the bibliography and 415 references to the masters and doctoral theses. Abstracts are provided for a majority of the abstracts. (HB)

ED 042 613 SE 009 303
Hubbard, Alfred W., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education, and Recreation, Volume 4, 1962 Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 62

Note—95p.
Available from—American Assoc. for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas for the year 1961 and for part of the year 1960. The compilation is arranged in three parts. Part I contains an index showing cross references for all listings in parts II and III. Part II contains a bibliography of research, citing articles published in 97 periodicals and Part III contains listings and abstracts of unpublished masters and doctoral theses for 31 graduate programs of health, physical education, recreation and allied areas. There is a total of 412 references in the bibliography and 367 listings of masters and doctoral theses. (HB)

ED 042 614 SE 009 304
Hubbard, Alfred W., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education, and Recreation Including International Sources, Volume 5, 1963 Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 63

Note—116p.
Available from—American Assoc. for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas during the year 1962. It is arranged in three parts: An index, bibliography of research published in periodicals and abstracts and listings of unpublished masters and doctoral theses. The index contains cross references for all listings in Parts II and III, and Part II contains a bibliography of published research, citing articles published in 119 periodicals. Part III contains the listings of unpublished masters and doctoral theses for 32 graduate programs of health, physical education, recreation and allied areas. There is a total of 540 references in the bibliography and 362 listings and abstracts to masters and doctoral theses. (HB)

ED 042 615 SE 009 305
Hubbard, Alfred W., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education, and Recreation Including International Sources, Volume 6, 1964 Edition
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 64

Note—124p.

Available from—American Assoc. for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas for the year 1963. It is arranged in three parts. Part I consists of an index showing cross references for all the listings in parts II and III. Part II consists of a bibliography listing published research and the periodicals reviewed. Part III consists of listings and abstracts of unpublished masters and doctoral theses for thirty-eight graduate programs of health, physical education, recreation and allied areas. There is a total of 558 listings to the journals and 390 references to masters and doctoral theses. Abstracts are provided for a majority of the theses. (HB)

ED 042 616 SE 009 306
Hubbard, Alfred W., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education, and Recreation Including International Sources, Volume 7, 1965 Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 65

Note—130p.
Available from—American Assoc. for Health, Physical Education, and Recreation NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas for the year 1964. It is arranged in three parts. Part I consists of an index showing cross references for all of the listings in parts II and III. Part II consists of a bibliography, listing published research and the periodicals reviewed. Part III consists of abstracts of unpublished masters and doctoral theses for thirty-eight graduate programs of health, physical education, recreation and allied areas. There is a total of 491 bibliographical references to the journals and 466 references to masters and doctoral theses. Abstracts are provided for a majority of the theses. (HB)

ED 042 617 SE 009 307
Hubbard, Alfred W., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education, and Recreation Including International Sources, Volume 8, 1966 Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 66

Note—140p.
Available from—American Assoc. for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas for the year 1965. It is arranged in three parts. Part I consists of an index, showing cross references for all of the listings in parts II and III. Part II consists of a bibliography, listing published research and the periodicals reviewed. Part III consists of abstracts of unpublished masters and doctoral theses for forty-eight (48) institutions offering graduate programs of health, physical education, recreation and allied areas. There is a total of 430 bibliographical references to the journals, and 545 references to masters and doctoral theses. Abstracts are provided for a majority of the theses. (HB)

ED 042 618 SE 009 308
Hubbard, Alfred W., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education,
and Recreation Including International
Sources, Volume 9, 1967 Edition.

American Association for Health, Physical Education,
and Recreation, Washington, D.C.

Pub Date 67

Note—154p.

Available from—American Assoc. for Health,
Physical Education, and Recreation, NEA,
1201 16th St., N.W., Washington, D.C. 20036
(\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This document is a compilation of completed research in the areas of health, physical education, recreation and allied areas for the year 1966. It is arranged in three parts: An index, a bibliography of research published in periodicals, and listings and abstracts of unpublished masters and doctoral theses. The index contains cross references for all listings in the bibliography and unpublished theses, and the bibliography contains references of published research, citing articles published in 113 periodicals. The section on these abstracts contains listings and abstracts of masters and doctoral theses for 54 institutions offering graduate programs in health, physical education, recreation and allied areas. There is a total of 560 references in the bibliography of 631 listings and abstracts to doctoral and masters theses. (HB)

ED 042 619 SE 009 309

Weiss, Raymond A., Ed. Singer, Robert N., Ed.
Completed Research in Health, Physical Education,
and Recreation, Volume 10, 1968 Edition.

American Association for Health, Physical Education,
and Recreation, Washington, D.C.

Pub Date 68

Note—152p.

Available from—American Assoc. for Health,
Physical Education, and Recreation, NEA,
1201 16th St., N.W., Washington, D.C. 20036
(\$2.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications), School Health Services

This document is a compilation of theses completed in the areas of health, physical education, recreation and allied areas for the year 1967. It is divided into two parts: an index and these abstracts. The index contains a cross reference for all listings and the section on these abstracts contains the listings and abstracts of unpublished masters and doctoral theses for 60 institutions offering graduate programs in health, physical education, recreation and allied areas. There is a total of 749 listings and abstracts to masters and doctoral theses. (HB)

ED 042 620 SE 009 316

Creative Learning Experiences in Conservation.
Department of Agriculture, Washington, D. C.
Soil Conservation Service.

Pub Date 70

Note—16p.; Reprint from Soil Conservation

Available from—Superintendent of Documents,
U. S. Government Printing Office, Washington,
D.C. 20402 (0-386-609)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Conservation Education, Educational Programs, *Elementary School Science, Environmental Education, Natural Resources, *Outdoor Education, Program Descriptions, *Secondary School Science, Soil Science, Teacher Education

This pamphlet is a collection of ten short articles originally published in "Soil Conservation" from 1964-1968. The articles are written for the teacher and are concerned with recent innovations in conservation education in various schools in the eastern United States. Innovations include school land laboratories, soil monolith tours for teachers, and school site planning and development. A number of outdoor laboratory experiences for students are suggested. A teacher education program involving conservation education is presented. Several conservation education publications are listed. (BB)

ED 042 621 24 SE 009 323

Rogler, Paul V.

Development and Evaluation of Instructional
Materials for General Mathematics Curriculum
for Grade 10, Final Report.

Wilmington Public Schools, Del.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-069

Pub Date Feb 70

Grant—OEG-2-9-170069-1038(010)

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Curriculum, *Evaluation, Grade 10, Instruction, *Instructional Materials, Low Achievers, *Material Development, Mathematical Applications, Mathematics Education, *Secondary School Mathematics

This is the final report of a project developed to plan a program that can be used as a basis for the teaching of tenth grade general mathematics. A set of ten units that provide most of a year's work in tenth grade general mathematics was designed. A brief description of the topics included in each of these units is given. Also described are the procedures used for designing the ten units. (FL)

ED 042 622 SE 009 342

Forbes, Lynn And Others

An Oceanographic Field Course for the Eighth
Grade.

Falmouth Public Schools, Mass.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washing-
ton, D.C.

Pub Date Sep 69

Note—78p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Curriculum, Ecology, General Science, *Instructional Materials, Laboratory Procedures, Marine Biology, *Oceanology, *Secondary School Science, *Teaching Guides
Identifiers—ESEA Title III

This manual contains a suggested Oceanographic Field Course designed as a supplement to an eighth grade science program. The three principle objectives of the course are: (1) to stimulate the interest of young students in the marine sciences; (2) to instruct students in the scientific method of field observation and laboratory investigation; and (3) to take advantage of the interdisciplinary nature of oceanography to teach the basic principles of general science. There are seven sections to the manual with suggested plans for teaching, and a suggested arrangement to accommodate the variable times in which they may be taught. Each section includes a discussion of the section topic, suggested bibliography, lesson plan, and field and laboratory procedures. Each section is concerned with sampling marine life and/or determining environmental conditions. This work was prepared under an ESEA Title III contract. [Not available in hardcopy due to marginal legibility of original document.] (HB)

ED 042 623 SE 009 344

Lyman, Elisabeth R.

A Descriptive List of Plato Programs 1960-1970,
Second Edition, Revised.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation,
Washington, D.C.; Office of Naval Research,
Washington, D.C. Advanced Research Projects Agency.

Report No—CERL-X-2

Pub Date May 70

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Bibliographies, *Computer Assisted Instruction, *Computer Programs, *Instruction, Language Arts, Logic, Mathematics, Natural Sciences, Reading
Identifiers—PLATO

This report is a revised edition of "CERL Report X-2" (May, 1968) of the Computer-Based Education Research Laboratory. It includes a brief history of the development of the computer-controlled teaching system, PLATO, a subject area listing of those written from 1968-1970, a chronological listing of the publications of the PLATO system and its applications, and a reference bibliography for those programs for which reports have been published. The program and lesson descriptions include the names of the

persons responsible for the programs and the courses in which the lessons have been used. (Author/FL)

ED 042 624 SE 009 345

Bitzer, Donald L. And Others

The Plato System and Science Education.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation,
Washington, D.C.; Office of Naval Research,
Washington, D.C. Advanced Research Projects Agency.

Report No—CERL-X-17

Pub Date Aug 70

Note—27p.; Paper presented at the Conference on Computers in Undergraduate Science Education (Illinois Institute of Technology, Chicago, August 20, 1970)

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Biology, Chemistry, *Computer Assisted Instruction, *Computer Programs, Educational Technology, *Engineering Education, *Instruction, Physics, *Science Education
Identifiers—PLATO

This report gives examples of diverse educational strategies in science and engineering education to illustrate the capabilities of the PLATO III computer-based education system. The basic structure of the TUTOR language is discussed and some technical details are given to explain how the PLATO III system works. A brief description of the large-scale PLATO IV system now under development is also given. (Author/FL)

ED 042 625 SE 009 346

Bitzer, D. Skaperdas, D.

The Design of an Economically Viable Large-Scale
Computer Based Education System.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation,
Washington, D.C.; Office of Naval Research,
Washington, D.C. Advanced Research Projects Agency.

Report No—CERL-X-5

Pub Date Feb 69

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Educational Research, Educational Technology, *Instruction

Identifiers—PLATO

This report describes the development of an economically viable teaching system using a computer-based educational system. The PLATO system, used at the University of Illinois for the past nine years, is discussed. The authors report that by using newly-developed technological devices it is economically and technically feasible to develop large-scale computer-controlled teaching systems for handling 4000 teaching stations. The cost of instruction would be comparable to the cost of teaching in elementary schools. (Author/FL)

ED 042 626 SE 009 379

Nicholson, Charles Lemuel

The Effect of a Series of Television Science Lessons on Learning by Cerebral Palsied Children.

Pittsburgh Univ., Pa.

Pub Date 69

Note—107p.

Available from—University Microfilms, 300
North Zeeb Road, Ann Arbor, Michigan 48106
(Order No. 70-4537, Microfilm \$3.00, Xerography \$5.40)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cerebral Palsy, Comparative Analysis, *Elementary School Science, *Handicapped Children, *Instruction, Televised Instruction

Thirty-one cerebral palsied children at the third grade level were taught a science unit on weather and climate. An experimental group (randomly assigned) received instruction via closed circuit television and earphones, and the control group viewed and heard the instructor directly. A microphone in front of each child in the experimental group allowed him to participate in class discussion. An observer noted the number of questions asked by students, the amount of participation in class discussion, and the degree of attention paid to the instructor. Achievement was measured by a multiple choice test on the unit. It

was found that science achievement was slightly, but not significantly, higher for the experimental group; that children in the control group paid more attention to the instructor; and that there was a significant difference in the number of questions asked of the instructor, but no significant difference in participation in class discussion. (EB)

ED 042 627

SE 009 404

Robinson, Inez Cooper

The Acquisition of Quantitative Concepts in Children.

University of Southern California, Los Angeles.

Pub Date 67

Note—267p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-1692, Microfilm \$3.45, Xerography \$12.15)

Document Not Available from EDRS.

Descriptors—Achievement, Concept Formation, *Conservation (Concept), Doctoral Theses, *Elementary School Mathematics, Grade 1, *Learning, *Number Concepts

The purpose of this study was to explore among first grade children the relationship between achievement in mathematics and the understanding of the principles of conservation, seriation, and categorization as these are defined by Jean Piaget. Research instruments included those designed by Piaget and the Greater Cleveland Mathematics Tests. Conclusions included the following: (1) In the first grade there are many children who do not have the ability to conserve, to seriate, and to categorize; (2) Children who conserve when dealing with one type of material do not necessarily do so when dealing with another type of material; (3) In general, first grade children are more successful in tasks relating to conservation than those relating to ordering and classifying; (4) In general, a significant relationship exists between a child's ability to conserve, to seriate, to classify, and his level of achievement in mathematics; however, the degree of relationship varies from negligible to substantial, depending upon the tasks included in the comparisons. (Author/RS)

ED 042 628

SE 009 443

Kilpatrick, Jeremy Wirsup, Izaak

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume 3, Problem Solving in Arithmetic and Algebra.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—188p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Algebra, Arithmetic, *Educational Psychology, *Instruction, *Learning, *Mathematics Education, Problem Solving, Research, *Thought Processes

Identifiers—Russia

The series "Soviet Studies in the Psychology of Learning and Teaching Mathematics" is a collection of translations from the Soviet Literature of the past twenty-five years on research in the psychology of mathematical instruction. Also included are works on methods of teaching mathematics directly influenced by this research. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in Russia. Volume III of the series contains four papers: three on arithmetic and one on algebra. These papers are directed at the theoretical analysis of thinking processes. Each paper discusses investigations related to processes students use in solving word problems in mathematics. Some of the findings reported in this volume are unique to the Soviet educational system, but the value of using problem material from the school curriculum in studying problem-solving processes is demonstrated in each of the papers. (Author/FL)

ED 042 629

SE 009 445

Alexander, A. E.

Education and Alchemy: The Story of Wyndham Science.

Secondary School Science Association, Denistone, New South Wales (Australia).

Pub Date 21 May 69

Note—71p.

Available from—The Secondary School Science Assoc., 14 Morool St., Denistone 2114, New South Wales, Australia (\$1.00)

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Curriculum Development, Interdisciplinary Approach, *International Education, *Science Education, Science Education History, *Secondary School Science

Identifiers—Australia, New South Wales

This is a critical account of the introduction of a new science curriculum in New South Wales, Australia. The introduction of the new courses is contrasted with methods used to update science courses in other countries and in other Australian States. Reactions from teachers, students, and the public are reported. Statements by the curriculum designers, and administrators' reactions to criticisms of the courses are also included. Appended are a suggested set of objectives for secondary school science, a report of an International Congress organized by the Interunion Commission on Science Teaching, data from an attitude survey of freshman science students at two universities, and recommendations for syllabus reform from a meeting of science teachers. (EB)

ED 042 630

SE 009 447

DeVenney, William S.

Final Report on an Experiment with Junior High School Very Low Achievers in Mathematics. School Mathematics Study Group Reports Number 7.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—57p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Attitudes, Experimental Programs, *Low Achievers, *Mathematics Education, Remedial Mathematics, Retention, *Secondary School Mathematics, Student Attitudes

This report contains the findings of a two-year experiment with junior high school low achievers in mathematics. The main purpose of the experiment was to develop a program which would relieve low achieving junior high school students from the burdens of computation as much as possible. The experiment was also designed to determine what effect this program had on the participating pupils with respect to mathematics achievement and attitudes toward mathematics when compared to similarly grouped pupils enrolled in the more traditional programs for low achievers. It was found that the more traditional programs improved the students' computational abilities to a higher degree than those students in the experimental program. However, in the author's opinion, the experiment did help the very low achievers to learn some significant mathematics and also created in them a desire to learn. (Author/FL)

ED 042 631

SE 009 448

Higgins, Jon L.

The Mathematics Through Science Study: Attitude Changes in a Mathematics Laboratory. School Mathematics Study Group Reports Number 8.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—64p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—*Attitudes, Grade 8, *Instruction, Manipulative Materials, *Mathematical Applications, Mathematics Education, Science Laboratories, Scientific Concepts, *Secondary School Mathematics, *Student Attitudes

The results of a study of student attitudes toward mathematics before and after studying a "Mathematics Through Science" unit in the eighth grade are given in this report. Six significant attitude differences were found and used to group students into eight attitude groups. The identifying characteristics of these groups are discussed in detail. The number of teachers represented in each group is considered, as are the number of boys and girls in each group. Mean scores of the groups on ability, algebra

achievement, and attitude are compared. No significant differences for any of these scales were found which hold for both of the samples considered. It was concluded that the formation of strong cohesive attitudes-groups is not a major factor for consideration in the design of mathematics units taught via physical materials. (Author/FL)

ED 042 632

SE 009 449

Kilpatrick, Jeremy Wirsup, Izaak

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume 2, The Structure of Mathematical Abilities.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—134p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Ability, Aptitude, *Educational Psychology, *Individual Differences, *Learning, *Mathematics Education, Problem Solving, Research, *Student Ability

Identifiers—Russia

This volume contains four articles by A. A. Krutetskii. The first article is a report of a study of individual differences in ability to solve algebra problems. The second article reports on a two-year study of a young girl who showed exceptional mathematical giftedness. Article three presents a summary of the author's theoretical position on the structure of mathematical abilities. The final article is an attempt by the author to characterize mathematical talent in children. He offers advice to parents of children who show low ability in mathematics. (FL)

ED 042 633

SE 009 450

Kilpatrick, Jeremy Wirsup, Izaak

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume 1, The Learning of Mathematical Concepts.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—220p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Concept Formation, Educational Psychology, *Instruction, *Learning Theories, Mathematical Concepts, *Mathematics Education, Problem Solving, *Psychological Studies, Research

Identifiers—Russia

The series "Soviet Studies in the Psychology of Learning and Teaching Mathematics" is a collection of translations from the Soviet literature of the past twenty-five years on research in the psychology of mathematical instruction. Also included are works on methods of teaching mathematics directly influenced by this research. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in Russia. Part One of this volume is a review of Soviet instructional psychology from 1920 to the present by one of Russia's leading educational psychologists. Part Two contains five articles from the Soviet literature on the learning of mathematical concepts. Each article exemplifies a key difference between Soviet and American educational psychology. (Author/FL)

ED 042 634

SE 009 748

Plants in the Classroom. [Environmental Education Units.]

Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Ecology, Elementary School Science, *Environmental Education, *Fine Arts, Instruction, *Instructional Materials, Kindergarten, *Outdoor Education, Teaching Guides

Identifiers—ESEA Title III

These four documents are concerned with methods of introducing ecology to elementary and kindergarten children. The first describes techniques for use in a classroom investigation of growing plants, emphasizing the interrelationships of plants and environment and is designed so that children learn variables must be controlled to arrive at valid conclusions. The second describes the organization of a "nature hunt" for kindergarten pupils. It is arranged so that the child experiences many areas of the primary school curriculum, including science, language arts, reading, numeral awareness, social studies, set theory, and music. The third outlines methods of using natural objects in art, including printing, casting, photography, soil and sand painting and weaving rush mats. An attempt is made to present art activities that will also be science experiences. The last is a classroom activity to emphasize the extent that non-returnable and non-decomposable containers are accumulating in the environment; each student records the number of containers used in a week and then an estimate is made of the amount the local community accumulates in a year. Suggestions for appropriate student actions are made. This work was prepared under an ESEA Title III contract. (AL)

ED 042 635 SE 009 749
Habitat Study. Transect Study. [Environmental Education Units.]

Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Biology, *Ecology, Elementary School Science, *Environmental Education, *Field Trips, Instructional Materials, *Outdoor Education, Teaching Guides, Teaching Techniques

Identifiers—ESEA Title III

These three documents outline teaching activities intended to involve children with their environment. Suggested preliminary studies to motivate and familiarize elementary school students with some characteristics of organisms and their physical environment are followed by descriptions of class activities that may be undertaken in the field. Suggestions for classroom analysis of the data at the conclusion of the study are included. Methods of sampling habitats are described; the transect technique is recommended. Simple techniques for measuring physical factors (such as precipitation, light intensity, humidity, wind velocity, and soil composition and characteristics) as well as collection and observation techniques for organisms (plants, soil micro-organisms, invertebrates and vertebrates) are described. Details of construction of any apparatus required are included. This work was prepared under an ESEA Title III contract. (AL)

ED 042 636 SE 009 751
[Environmental Education Units.] Photography for Kids. Vacant Lot Studies. Contour Mapping.

Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*Biology, *Ecology, Elementary School Science, *Environmental Education, *Instruction, *Instructional Materials, Outdoor Education, Science Activities, Teaching Guides Identifiers—Elementary and Secondary Education Act Title III

Techniques suitable for use with elementary school students when studying field environment are described in these four booklets. Techniques for photography (construction of simple cameras, printing on blueprint and photographic paper, use of simple commercial cameras, development of exposed film); for measuring microclimatic factors (temperature, wind speed and direction, humidity, light intensity, and soil moisture); and mapping (simple location of objects and contour mapping) are given. Instructions for making the apparatus required are provided and teaching strategies suggested. One of the booklets outlines

a series of activities that can be conducted when studying a vacant city lot. This is felt to be an effective way of introducing biological principles to city children. The importance of man as part of the ecological system is emphasized by including a study of the biological effects of trash in the environment. All booklets contain background information for the teacher, and suggest ways the activities can be used to promote interdisciplinary activities. This work was prepared under an ESEA Title III contract. (AL)

ED 042 637 SE 009 753
[Environmental Education Units.] Succession in a Micro-Aquarium. Minnows and Models. Brine Shrimp.

Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—Biology, *Ecology, Elementary School Mathematics, Elementary School Science, *Environmental Education, *Instruction, *Instructional Materials, Teaching Guides Identifiers—ESEA Title III

These three booklets are outlines of teaching procedures, using living material, designed for elementary school children. While emphasizing science, many opportunities are provided for exercises in mathematics, art, and writing, thus integrating the curriculum. All booklets contain exercises on data collection and organization; two have exercises designed to give practice in estimating population sizes from samples. Brine shrimp are used to provide experiences with life cycles and interactions with environmental factors. Minnows provide data needed to build a mathematical model: the relationship between temperature and activity. Emphasis is placed on testing predictions (interpolated and extrapolated) to check the validity of the model. Collection of pond water, and observations of changes in numbers and variety of organisms in a micro-aquarium is intended to make children aware of the general applicability of the concept of change in natural communities. This last activity also introduces the necessity for sampling under standardized conditions. Some theoretical background material is included. This work was prepared under an ESEA Title III contract. (AL)

ED 042 638 SE 009 754
[Environmental Education Units.] Soil Sampling. Stream Profiles. Tree Watching. Plant Puzzles.

Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Biology, *Earth Science, *Ecology, Elementary School Science, *Environmental Education, *Instruction, *Instructional Materials, Outdoor Education, Soil Science Identifiers—ESEA Title III

Five of these eleven units describe methods elementary school students can use when studying soil characteristics. Soil nitrogen and water holding capacity tests are included with two techniques for measuring soil pH. Survey methods for soil organisms are suggested. The remaining pamphlets describe diverse activities associated with field environmental studies. Techniques for measuring slopes, drawing profiles and contours and for calculating water-shed run off are detailed and illustrated. Detailed studies of a single tree are suggested to make children aware of interdependence in nature. An outdoor activity investigating many individuals of one plant species designed to stress individual variation is described. Background information for the teacher, and instructions for making some of the apparatus, are included. This work was prepared under an ESEA Title III contract. (AL)

ED 042 639 SE 009 765
[Conservation Units.]

Texas Education Agency, Austin.

Pub Date [70]

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Conservation Education, *Elementary Education, *Environmental Education, *Instruction, *Instructional Materials, Interdisciplinary Approach, Teaching Guides

Each of the six instructional units deals with one aspect of conservation: forests, water, rangeland, minerals (petroleum), and soil. The area of the elementary school curriculum with which each correlates is indicated. Lists of general and specific objectives are followed by suggested teaching procedures, including ideas for introducing the topic, questions to ask, demonstrations to perform, and evaluation methods. Where appropriate, reference to books, pamphlets, charts, films, and filmstrips for teacher reference or class use are provided. Specific examples given are concerned with Texas situations. (AL)

ED 042 640 SE 009 766
[Conservation Units.]

Texas Education Agency, Austin.

Pub Date [70]

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—*Conservation Education, *Environmental Education, *Instruction, *Instructional Materials, Interdisciplinary Approach, *Secondary Education, Teaching Guides

Instructional units deal with each aspect of conservation: forests, wildlife, rangelands, water, minerals, and soil. The area of the secondary school curriculum with which each is correlated is indicated. Lists of general and specific objectives are followed by suggested teaching procedures, including ideas for introducing the topic, questions to ask, demonstrations to perform and evaluation methods. Where appropriate, references to books, pamphlets, charts, films, and filmstrips for teacher reference or class use are provided. Specific examples given are concerned with the Texas environment. (AL)

ED 042 641 SE 009 772
Conservation Directory 1970.

National Wildlife Federation, Washington, D. C.

Pub Date 1 Dec 69

Note—152p.

Available from—The National Wildlife Federation, 1412 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Administrative Agencies, Community Organizations, *Directories, Fisheries, *Natural Resources, *Wildlife Management Identifiers—Canada, United States of America

This list of natural resource use and management organizations in the United States and Canada is supplemented with indices to their major periodical publications and to individuals named in the directory. Sections of the directory deal with agencies of the United States government; organizations and commissions with international, national, regional, and interstate interests and responsibilities; and with government agencies and citizen groups with interests in one state. There is a separate Canadian section. Brief descriptive notes outline the interests, objectives, and responsibilities of most organizations listed. Names and addresses of officers are included. An appendix lists names and addresses of fish and game commissioners and directors in each state and territory of the United States and Canada. (AL)

ED 042 642 SE 009 783
A Teacher's Guide to Resource - Use Outdoor Education Center.

Taylor County Board of Public Instruction, Perry, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—89p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Ecology, Field Studies, *Instructional Materials, Interdisciplinary Approach, *Nature Centers, *Outdoor Education, Resource Centers, Teaching Guides Identifiers—ESEA Title III

Included in this guide are ideas on evaluation and conduct of outdoor education classes and unit guides and lesson plans. An interdisciplinary approach is emphasized and the unit guides and lesson plans present activities related to science,

mathematics, social studies, art, and music relevant to outdoor education in general. Unit guides for soil, water, forestry, and "balance of nature" are given, usually for primary, intermediate, junior and senior high school grades. Lesson plans suggest how these topics may be studied. Supplemental material describing plant and animal communities include many activities suitable for outdoor use. A bibliography of conservation, outdoor education, ecology texts and field guides is included. This work was prepared under an ESEA Title III contract. [Not available in hardcopy due to marginal legibility of original document.] (AL)

ED 042 643 SE 009 784
Outdoor Activities.
 Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—*Biology, *Elementary School Science, *Environmental Education, *Instructional Materials, Outdoor Education, Science Activities, Teaching Guides
 Identifiers—ESEA Title III

Twenty-four activities suitable for outdoor use by elementary school children are outlined. Activities designed to make children aware of their environment include soil painting, burr collecting, insect and pond water collecting, studies of insect galls and field mice, succession studies, and a model of natural selection using dyed toothpicks. A group called "investigations" are simple experimental studies of soil inhabitants, succession of burned areas, railway right-of-way ecology, the effects of modifying plant and animal habitats, and fish behavior. The last group of activities introduces quantitative measurements of soil, and air temperature, soil composition, fish population dynamics, and mapping. Teaching hints are included for each activity. This work was prepared under an ESEA Title III contract. (AL)

ED 042 644 SE 009 785
Man's Habitat—The City.
 Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—City Problems, *Elementary Education, *Environmental Education, Field Studies, *Instruction, Lesson Plans, *Sociology, *Teaching Guides
 Identifiers—ESEA Title III

Three studies designed to enable city elementary school children to investigate, discover, and relate to their environment are outlined. Specific objectives, lists of materials, and preparation needed for each study are given. The first study orients the child and school in the community. The second study locates existing parks and play areas. Suggestions for student and community action follow. The third study describes a sampling procedure to develop a community profile. Methods of graphical presentation are described. An appendix provides sample summaries of surveys and indicates aspects of the community that could be surveyed. This work was prepared under an ESEA Title III contract. (AL)

ED 042 645 SE 009 786
Snow and Ice.
 Minneapolis Independent School District 275, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Biology, *Earth Science, Ecology, *Elementary School Science, *Instructional Materials, *Outdoor Education, Physics, Science Activities, *Teaching Guides
 Identifiers—ESEA Title III

This experimental edition provides a number of activities useful for investigating snow and ice with elementary school children. Commencing

with games with ice cubes, the activities lead through studies of snowflakes, snowdrifts, effects of wind and obstacles on the shape and formation of drifts, to a study of animals living under snow. The emphasis is on involving children in discussions concerning the need for careful recording of observations to reach valid conclusions. Important ecological effects, such as the insulation afforded by snow, are stressed. Additional activities concerning temperature effects and suggestions for relating snow studies to other curricula areas are included. Necessary meteorological information is supplied for the teacher. This work was prepared under an ESEA Title III contract. (AL)

ED 042 646 SE 009 787
Llano, Margaret T.
Student's Guide to Undergraduate Physics Major Departments.

American Inst. of Physics, New York, N.Y. Education and Manpower Div.

Report No.—Pub-R-214

Pub Date Jun 69

Note—174p.

Available from—American Institute of Physics, 335 East 45th St., New York, N. Y. 10017 (\$2.00)

Document Not Available from EDRS.

Descriptors—Admission Criteria, Colleges, *College Science, *Directories, *Physics, Program Descriptions, *Undergraduate Study, Universities

Provided are data on the physics programs of 622 institutions which offer the baccalaureate degree in physics. The guide is intended for students who aim to become physics majors in college, students interested in science, transfer students, school and community college counselors, and physics faculty. For each institution, information is supplied under 29 headings in seven sections including (1) general information, (2) admission policy for physics majors, (3) undergraduate physics major program, (4) student statistics for physics, (5) physics faculty characteristics, (6) physics facilities, and (7) the availability of a booklet on the physics department program. The fifty institutions which are the most prolific producers of physics baccalaureates are identified and ranked in Appendix 1. There is also a listing of the 43 departments which have been most successful in having a large percentage of their physics baccalaureates admitted to graduate schools. Appendix 3 is a bibliography of sources of information about career opportunities in physics, financial assistance and colleges. (LC)

ED 042 647 SE 009 794
McIlhenny, Loyce J.
Careers in Atomic Energy, Understanding the Atom Series, Revised.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date 64

Note—32p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Career Opportunities, *Careers, *Employment Opportunities, *Occupations, *Science Careers

This booklet identifies careers in nuclear energy and suggests preparation for such careers. Suggested are the types of courses in high school and college necessary for work in physical, biological, and veterinary sciences, engineering, medicine, scientific writing, and supporting fields such as nursing and laboratory technology. Brief descriptions of the work of nuclear physicists, nuclear chemists, biologists, geologists, engineers, mathematicians, medical scientists, and doctors, and others in related fields are given. The job opportunities in the United States Government Laboratories, private industry, educational organizations, hospitals, state and local government establishments, and other organizations are listed. Reading lists dealing with sources of financial aid for study and with descriptions of scientific careers are appended. (AL)

ED 042 648 SE 009 795
Index to the Understanding the Atom Series.
 Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
 Pub Date [70]
 Note—17p.

Available from—U.S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Atomic Theory, Biology, *Chemistry, Earth Science, *Indexes (Locators), *Nuclear Physics, Physics, *Resource Materials, Secondary School Science

The topics covered by 47 booklets in the series are indexed. Page references are not given, but the booklet covering each topic is indicated by a code explained in the first two pages of the index. A brief account of the educational services program of the Atomic Energy Commission describing the booklets, films, and other services provided for secondary school students and teachers is appended. Topics covered by the series include applications of radioisotopes in industry, aerospace, agriculture, medicine, and scientific research; effects and sources of natural and artificial radiation; descriptions of nuclear facilities and reactors and their operations; and the chemistry of radioactive elements of other substances studied by Atomic Energy Commission scientists. A booklet on careers and a glossary are included in the series. (AL)

ED 042 649 SE 009 796
Singleton, Arthur L., Jr.
Sources of Nuclear Fuel, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date Jun 68

Note—72p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Energy, *Geology, Industrial Technology, Instructional Materials, *Natural Resources, *Nuclear Physics, *Radiation, *Resource Materials

A brief outline of the historical landmarks in nuclear physics leading to the use of nuclear energy for peaceful purposes introduces this illustrated booklet. The distribution of known sources of uranium ores is mapped and some details about the geology of each geographical area given. Methods of prospective, mining, milling, refining, and fuel element fabrication are described. Methods of recovering waste and principles of working safely with uranium are outlined. Some predictions about the future of nuclear fuel are included. A glossary of terms and a short reference and film list are appended. (AL)

ED 042 650 SE 009 797
Kastner, Jacob
The Natural Radiation Environment, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date 68

Note—51p.

Available from—U.S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Biology, *Earth Science, *Instructional Materials, *Physical Sciences, *Radiation, *Resource Materials, Scientific Research, Solar Radiation

The somatic and genetic effects of naturally occurring radiation are described in this illustrated booklet. Internal sources of radiation from food, water, and air and external sources including radioisotopes in rock, brick, water, and air and cosmic radiation are tabulated. Detection methods are described, and their use in biological and physical systems outlined. Radiation safety aspects of space travel are discussed and tables of radiation received from natural and artificial exposure are provided. A short reference list is appended. (AL)

ED 042 651 SE 009 799
Hull, E. W. Seabrook
The Atom and the Ocean, Understanding the Atom Series.
 Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
 Pub Date 68
 Note—66p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Earth Science, *Nuclear Physics, *Oceanology, Radioisotopes, *Research Tools, *Resource Materials

Included is a brief description of the characteristics of the ocean, its role as a resource for food and minerals, its composition and its interactions with land and air. The role of atomic physics in oceanographic exploration is illustrated by the use of nuclear reactors to power surface and submarine research vessels and the design and use of techniques based on isotopes. Descriptions of techniques such as neutron activation analysis and deep water isotopic current analysis are included. The analysis of plankton to measure man-made radiation in the ocean is described. Nuclear devices used to preserve sea food and desalinate sea water are discussed. Some non-radiation oceanographic projects are described. Suggested readings and a film list are appended. (AL)

ED 042 652 SE 009 800

Ricciuti, Edward R.

Animals in Atomic Research, Revised, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date 69

Note—59p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Animal Facilities, *Biology, *Medical Research, *Nuclear Physics, *Radioisotopes, Resource Materials, Scientific Research, Student Research

A brief historical account of the use of animals in research is followed by descriptions of the use of animals in modern bio-medical experiments. Emphasis is given to studies investigating the effects of radiation on animals including both somatic and genetic effects. The effects of radiation in the environment are studied by analyzing animals for traces of radioactive isotopes, determining the effects of reactor operations on birds and studying wasps nesting near a radioactive waste disposal pond. Studies with animals enabled establishment of safety standards for humans exposed to radiation. Applied uses of radiation in medicine, veterinary medicine, and insect control are described. Details of the care, use, and production of laboratory animals are given. The first appendix gives a census of laboratory animals used by the Atomic Energy Commission and the second lists guiding principles for the use of animals by secondary school students. Suggested references and a film list are included. (AL)

ED 042 653 SE 009 802

Books on Atomic Energy for Adults and Children, Understanding the Atom Series.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date 69

Note—53p.

Available from—U. S. Atomic Energy Commission, P. O. Box 62, Oak Ridge, Tennessee 37830 (free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, *Bibliographies, *Booklists, Elementary Education, *Nuclear Physics, *Physics, Secondary Education

This booklet in the "Understanding the Atom" series includes annotated bibliographies for children (grade level indicated) and adults. Over 100 basic books on atomic energy and closely related subjects are alphabetized by title and an author index. A list of publisher addresses are included. A brief introduction to library usage is given. The booklet is illustrated with photographs of nuclear physicists, research installations and some applications of nuclear power. (AL)

ED 042 654 SE 009 803

First Report to the Governor and Legislature on Conservation Education, State of New York Temporary State Commission on Youth Education in Conservation.

New York State Legislature, Albany.

Pub Date Mar 70

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Conservation Education, Ecology, Educational Programs, *Educational Resources, *Environmental Education, Instructional Programs, *Program Evaluation, Public Support, *Resource Centers

Included is a review of the current programs for teaching the principles of conservation in New York state, and recommendations for extension and development of such programs. Both the federal and state government agencies involved in conservation education are considered. A summary is presented for the facilities and programs in conservation within the State Conservation Department, State Education Department, colleges and universities, and local and regional organizations. A public hearing devoted to conservation problems is briefly summarized with recommendations for new programs, course content, resources and facilities, and teacher education. The Commission concludes with 11 unanswered questions, important for future development in conservation education and which suggest the direction for further study by the Commission. Bibliography. (PR)

ED 042 655 24 SE 009 804

Schmidt, Harvey E.

The Use of the Computer as a Unique Teaching Tool for Introductory Calculus, Final Report.

Saint Louis Junior Coll. District, Ferguson, Mo. Florissant Valley Community Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-041

Pub Date 10 Jun 70

Grant—OEG-6-9-009041-0065(010)

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Calculus, *College Mathematics, *Computer Assisted Instruction, Computers, *Research, Teaching Techniques

Reported are the results of an experiment designed to test the effectiveness of computer use by junior college students in a calculus class. The primary objective involved the replacing of pencil and paper computations by a computer program output. The topical areas of investigation were limits, extrema, functional evaluation, and integration. There was no significant difference in achievement between fifteen students using the computer as a calculator and fifteen students using pencil and paper. (RS)

ED 042 656 SE 009 941

Viederman, Stephen

Population Education, A Worldwide Review of Programs in Process and Planned.

Population Council, New York, N.Y.

Pub Date 1 Jul 70

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Environmental Education, *International Organizations, *International Programs, *National Programs, *Overpopulation, Population Growth, Population Trends

Included are listings of countries in which population education is developing and of the international organizations now contributing to the development and support of these programs. The report is limited to population education existing within the formal school system. The first section of the review briefly describes population education programs within the listed countries, and the second section outlines the programs supported by international organizations. (PR)

ED 042 657 24 SE 010 038

Deall, Louis

Development and Implementation of a New Type Program of Secondary School Physics, A Four-Year, Independent, Individualized, Modular Program, Final Report.

Clayton Public School System, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-022

Pub Date Dec 69

Grant—OEG-6-8-008-022-0009(057)

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Curriculum Development, Independent Study, *Individualized Instruction, Multimedia Instruction, *Physics, *Program Descriptions, Program Evaluation, *Secondary School Science, Student Testing, Teaching Methods

Reported is a project designed to develop and implement a secondary school physics program that allowed for student variation in individual learning style, mathematical aptitude and topical interests. Initiated in 1967, this four-year individualized, modular program is divided into four major phases: (1) introductory and instruments, (2) mechanics, thermodynamics, fluids, (3) wave motion, electromagnetism, electronics, and (4) modern physics. Each phase is subdivided into topics, which are highly structured in the beginning but yield gradually into independent study units. This report describes the project objectives, the Physics Center where the program was conducted, the methods used, the evaluation procedures, and the outcomes of the program. There is a comparison with the traditional approach. A number of specific recommendations concerning the program was made. The appendices identify the basic phases, the levels in each phase, and the topics in phase I. (LC)

SO

ED 042 658 88 SO 000 058

Rofsrud, Erling Nicolai

The Story of Red River Land.

North Central Council for School Television, Fargo, N.D.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Grant—OEG-3-7-67-3268-3757; OEG-3-7-67-3268-3758

Note—96p.

Available from—North Central Council for School Television, 4500 South University Drive, Fargo, North Dakota 58102

Document Not Available from EDRS.

Descriptors—American Indian Culture, *Instructional Materials, *Intermediate Grades, *Resource Materials, *Social Studies Units, *United States History

Identifiers—Chippewa, Minnesota, North Dakota, Sioux

This resource book provides the teacher with a summary narrative of the history and the development of the Red River Basin, a lakebed plain that extends from the Canadian border into Minnesota and North Dakota. There are many historical topics covered: the geology, cultures of the Sioux and Chippewa, fur trading, exploration, settlement of the valley, military involvement, Indian uprisings, agricultural development, and the influence of trade and industrial development. This book can be used to supplement the material covered in the "Red River Land" television series developed by this ESEA Title III Pace Project. (SBE)

ED 042 659 SO 000 084

Hunkins, Francis P.

Questions About Questions in Social Studies.

American Educational Research Association, Washington, D.C.

Pub Date Mar 70

Note—10p.: Presented at American Educational Research Association National Convention, Minneapolis, Minn., March, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Academic Achievement, Classroom Observation Techniques, Classroom Research, *Cognitive Processes, Discovery Learning, Educational Philosophy, Educational Research, *Educational Strategies, Inductive Methods, *Pilot Projects, *Questioning Techniques, *Social Studies, Teaching Techniques

Identifiers—Teacher Pupil Question Inventory

Three unproven assumptions may account for the expository teaching used in new social studies which are designed for inductive teaching. 1) It is assumed that teachers and pupils ask questions of a high cognitive level, whereas research and informal observation support the opposite view. 2) Discovery learning requires a pure inductive strategy. 3) Innovations in school design and scheduling will facilitate new methods. A fourth assumption, that inservice teacher training in questioning strategies will alter teachers' questioning techniques, will be tested by a pilot study involving 30 teachers in two treatment groups and one control group. The first group will be instructed in specific questioning techniques; the second will consider articles that deal generally with the value of asking questions.

The control group will receive no inservice training. The dependent variable will be scores on the Teacher-Pupil Question Inventory developed by Davis and Tinsley. Also to be studied are correlations between treatments and pupil achievement in social studies. SO 000 086 is a related document. (DJB)

ED 042 660 SO 000 089

Schwab, Lynne S. Clegg, Ambrose A., Jr.
The Interaction of Decision-Making Style, Teaching Strategy, and Decision-Making Content Material in Social Studies
American Educational Research Association, Washington, D.C.
Pub Date 5 Mar 70

Note—15p.; Presented at the Annual Convention, American Educational Research Association, Minneapolis, Minn., March 5, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Cognitive Development, *Decision Making Skills, Elementary School Students, *Grade 5, *Individual Differences, Problem Solving, *Productive Thinking, Programed Instruction, Social Studies, Student Characteristics, *Teaching Techniques

Identifiers—General Problem Solving, *Inference, Productive Thinking Program, (Series 1), Social Studies Influence Test

It is assumed that inference is at the heart of thinking and little is known about possible relationships between learners' decision-making styles and teaching strategies. Therefore, it was hypothesized that instructed children score higher on an inference test than those not instructed, and interactions occur between different decision-making styles and the reflective teaching strategy used in the instruction. Subjects were 42 white middle class fifth graders in two classes and two schools. A pre-, posttest 2x3 factorial design was used: experimental and control groups were divided into three categories of decision-making style—"overgeneralize, inference, and cautious" as determined by Hilda Taba's Social Studies Inference Test. The "reflective teaching strategy" consisted of a four week self-instructional program package designed to develop reflective thinking. Analysis of test results revealed no significant differences between groups on scores associated with inference. Although an interaction pattern did emerge, it was not statistically significant. The interaction pattern suggests that children who do not have an inference decision-making style will need non-reflective teaching strategies to develop their inference abilities. (DJB)

ED 042 661 SO 000 160

Torney, Judith V. Hess, Robert D.
Teachers, Students, and Political Attitude Development.
Pub Date Nov 69

Note—68p.; Chapter in "Psychology and the Educational Process," George Lesser, editor, Scott Foresman Co., Glenview, Ill.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Change Agents, *Changing Attitudes, Decision Making, Democratic Values, *Elementary School Students, International Education, Literature Reviews, *Models, Political Attitudes, *Political Socialization, Relevance (Education), *Social Studies, Student Characteristics, Teacher Role

Distinctions between political socialization as beliefs about ideals, beliefs about the realities of governmental structure, as attempts at cognitive consistency, and as affective orientations toward the system, map out most children's political orientations. The objects of these orientations are: 1) America as a nation and patriotic attachment; 2) government institutions and their personal representatives; 3) role of citizens as they comply with laws and participate in the democratic process; and, 4) elections and political parties as organizers of conflict. The paper focuses on a description of the changes occurring with age in elementary school children along with considerations of the schools' roles in the process. Included also are sections on: the factors that produce differences between children's attitudes and the ways teachers and parents participate in the socialization process; the characteristics of children that influence political socialization; and, models of the socialization process. (DJB)

ED 042 662 SO 000 180

Critchley, Julian
The World and the School: A Review for Teachers of Current International Affairs, Number 19.

Atlantic Information Centre for Teachers, London (England).

Pub Date May 70

Note—83p.

Available from—The Atlantic Information Centre for Teachers, 23125 Abbey House, 8 Victoria Street, London SW1, England (1.20)

Journal Cit—The World and the School; n19 May 1970

Document Not Available from EDRS.

Descriptors—Agricultural Production, *Comparative Education, Economic Research, *Geography Instruction, Interdisciplinary Approach, Literature Reviews, Periodicals, *Resource Materials, *Secondary Grades, Secondary School Teachers, Social Studies, Teaching Methods, *World Affairs

The British Journal (triannual) is written for secondary level teachers of current international affairs. Typical format consists of a teaching topic with several analytical articles followed by others explaining how best to teach the concepts. Other regular sections include a four month summary of international events, articles on educational topics, and literature reviews. This issue's "teaching a topic" is the cost of food and surplus farm production in western Europe and North America. (One of the three analytical articles is in French.) The "how to" articles are written by a classroom teacher and a geography educator. The international events summary covers January through April, 1970. The educational topic is comprehensive schools in Germany, England, and Wales. (DJB)

ED 042 663 SO 000 181

Bruce, Mariha Coulter, Kenneth C.
The Study of Education: An Integrated Program for Grades 1-12.

National Education Association, Washington, D.C.

Pub Date 68

Note—41p.

Available from—Publications-Sales Section, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copies, \$.50; quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Affective Objectives, Booklists, Comparative Education, *Educational History, Educational Problems, *Elementary Grades, Instructional Materials, *Secondary Grades, *Social Studies Units, *Teaching Guides

Designed for social studies teachers, this supplemental guide explains how to incorporate the study of education within the regular curriculum. The objectives of the program are to give students a knowledge of: 1) the history of educational thought, 2) comparative educational systems, 3) the development of education in America, 4) local, state, and national educational practices emphasizing current educational purposes and problems. Among the long-term affective objectives are an increased appreciation of education and concern for its improvement. While the guide provides supplementary activities through grade 7, such as constructing a horn book in grade 5 and a discussion of freedom of thought under communism in grade 6, separate units are outlined for grades 8 and 9 and senior high school. Also included are bibliographies of fiction, biography, non-fiction for students at each grade level, and adult level books for teachers and high school students. (DJB)

ED 042 664 95 SO 000 183

Inventory of Training Centers; Ad Hoc National Advisory Committee on Training Complexes. Final Report.

Clark Univ., Worcester, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Educational Programs, Industrial Training, *Models, *National Surveys, *Program Descriptions, Protocol Materials, Skill Centers, Teacher Education, Training Laboratories

Identifiers—*United States

This is a report of a selective survey of training activities in the United States. Selection centered on the representative activities of a variety of institutions which served different audiences, had different goals, and different sources of funding. Most of the inventories were conducted in person by a committee member. The 14 reports are restructured into narrative form (inventory form is appended). The training centers inventoried are: Sears Roebuck Territorial Training Center; Institute for Behavioral Research, Inc.; Washington School Project (Ill.); Multi-Instructional Teacher Preparation Agency (Vt.); National Training Laboratory for Applied Behavioral Science; Metro-Atlanta Student Teaching Model; Cooperative Urban Teacher Education Program; Smoky Mountain Cultural Arts Development Assoc.; The EPD Consortium E (Texas); Far West Lab for Educational Research and Development; Milwaukee Project (Early Childhood Training); CUNY Doctoral Program in Educational Administration; The Teachers, Inc.; The University of Chicago Teacher Training Project. Five models are extracted from the data, and micro-studies are planned to examine different aspects of these models. SO 000 184 is a related document. (DJB)

ED 042 665 95 SO 000 184

Cohen, Saul B. Lichtenberg, Mitchell P.
Ad Hoc National Advisory Committee on Training Complexes. Final Report.

Clark Univ., Worcester, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jul 70

Note—171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Educational Objectives, *Educational Programs, Guidelines, Inservice Education, *Models, Preservice Education, *Program Descriptions, Protocol Materials, Self Actualization, Sensitivity Training, *Teacher Education

Identifiers—Teachers for the Real World

This final report contains the operational assumptions and descriptive definitions of teacher training complexes, a series of statements which describe alternative variables for guidelines, descriptions of the seven USOE funded pilot projects which will operate during 1970-71, the record of the four committee meetings, and a roster of the membership. Three of the pilot projects are characterized as structural: 1) Appalachian State University Training Complex, 2) Training Complex State University of New York at Stony Brook, and 3) Southeastern Oklahoma State College—Dallas Independent School District Training Complex. Four are characterized as functional component models: 1) Emotional Aspects of Learning, 2) Methods Applicable to the Training of Educators (MATE) (Behavior Modification Training), 3) Northern Appalachian Training Center for Teachers in the Technologies, and 4) Self-Realization Department. Recommendations of the Ad Hoc Committee include close coordination of the pilot programs, coordination with the Protocol Materials Committee, continuous development of the guidelines, and funding of additional functional component pilots. See SO 000 183 for the committee's inventory of training centers. (DJB)

ED 042 666 SO 000 189

Hills, James L.
A Synthesis of Cognitive and Affective Processes in Social Studies Instruction.

American Educational Research Association, Washington, D.C.

Pub Date 6 Feb 69

Note—13p.; Paper presented at the Annual Convention, American Educational Research Association, Los Angeles, California, February 6, 1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Affective Behavior, Behavioral Objectives, *Cognitive Processes, *Concept Formation, Curriculum Planning, *Models, Sequential Approach, *Social Studies, Task Analysis, Values

Identifiers—Gagne (Robert M.), *Kratwohl (David R.), Taba (Hilda)

Three tasks are described in the development of a Valuing Lexicon: 1) the identification of a hierarchy of cognitive processes; 2) the identification of the affective components; and, 3) the clarification of the relationships between the two.

For the purpose of clarifying the development of the lexicon, Krathwohl's hierarchy on what "valuing" means and his definitions of terms are accepted. The works of Gagne and Taba serve as the basis for this model. No attempt is made to deal with all levels of the affective taxonomy, nor to refine the positioning of the affective processes in the hierarchy. The goal is to alert the teacher to the place of the affective components in the sequence and to encourage exploration of them. The model can be a useful tool in planning the sequential arrangement of learning activities in the effort to assure cumulative experiences in both cognitive and affective realms. A hypothetical test situation involving the conceptualization of values is described. Testing and refinement of the model is recommended. (SBE)

ED 042 667 SO 000 190

Coburn, Barbara. And Others

Teaching About Africa South of the Sahara; A Guide and Resource Packet for Ninth Grade Social Studies.

State Univ. of New York, Albany.

Spons Agency—New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—285p.

EDRS Price MF-\$1.25 HC-\$14.35

Descriptors—African Culture, *African History, Case Studies, Concept Teaching, *Grade 9, *Inductive Methods, Inquiry Training, Instructional Materials, Multimedia Instruction, *Resource Materials, Secondary Grades, Social Change, Social Studies Units, *Teaching Guides, Urbanization

This guide provides a sampling of reference materials which are pertinent for two ninth grade units: Africa South of the Sahara: Land and People, and Africa South of the Sahara: Historic Trends. The effect of urbanization upon traditional tribalistic cultures is the focus. A case study is used to encourage an inductive approach to the learning process. It is based upon the first hand accounts of Jomo Kenyatta and Mugo Gathuru as they grew up within the traditions of their ethnic group—the Kikuyu of Kenya. Materials using the "mystery story" approach are included for an analysis of the iron age culture at Zimbabwe. The case study package purposely does not go into detail on such steps as the identification of theme and the determination of procedures to encourage individualization. The latter part of the guide is arranged as a reference section by subtopic or understanding including questions suggesting the direction of inquiry, and pertinent reading selections, diagrams, maps and drawings. Finally, an annotated bibliography lists materials that are currently in print or available through regional libraries. Other media available from commercial suppliers are suggested throughout the guide. (SBE)

ED 042 668 88 SO 000 195

Elliott, Richard D. And Others

Economics Education: A Guide for New York Schools. Grades K-6. Project PROBE.

State Univ. of New York, Oneonta. Coll. at Oneonta.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jul 70

Note—244p.

EDRS Price MF-\$1.00 HC-\$12.30

Descriptors—*Economics, Educational Objectives, *Elementary Grades, Inductive Methods, *Inquiry Training, *Kindergarten, Sequential Programs, Skill Development, Social Studies Units, *Teaching Guides, Teaching Models, Teaching Procedures

Identifiers—*Project PROBE

A series of inquiry plans for the systematic development of learning and thinking skills are provided in this teaching guide. The materials for each grade level include: 1) a summary of the plans, justification of them, identification of the concepts and content that the students will explore, and an outline of the instruction strategy; 2) a statement of the objectives of each topic concerning skill development and the level of performance expected at the close of a planned activity; 3) a description of strategy including specific activities, a questions that should be used, and the inquiry model or plan to be applied to a series of events or situations throughout the year. Since the student is expected to identify the

content he needs, in most cases the content is not described. In addition, the selection of instructional materials is left to the teacher based on what is available and the media the students need. Evaluation techniques can be translated from the descriptions of the performance objectives. This guide is not intended as a total program for social studies in any grade. The second part of the guide (SO 000 196) contains the materials for grades 7 through 11. (SBE)

ED 042 669 88 SO 000 196

Elliott, Richard D. And Others

Economics Education: A Guide for New York Schools. Grades 7-11. Project PROBE.

State Univ. of New York, Oneonta. Coll. at Oneonta.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jul 70

Note—239p.

EDRS Price MF-\$1.00 HC-\$12.05

Descriptors—*Economics, Educational Objectives, *Inquiry Training, *Secondary Grades, Sequential Programs, Skill Development, Social Studies Units, *Teaching Guides, Teaching Models, Teaching Procedures

Identifiers—*Project PROBE

This is the second part of a teaching guide described in SO 000 195. "A series of inquiry plans for the systematic development of learning and thinking skills are provided." (SBE)

ED 042 670 SO 000 202

Haller, Elizabeth S.

Minority History: What? Why? How?

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education.

Pub Date 70

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*African American Studies, American Culture, Cultural Pluralism, Curriculum Planning, Educational Legislation, Ethnic Stereotypes, *Ethnic Studies, Instructional Materials, Interdisciplinary Approach, Relevance (Education), *Social Studies Units, *State Curriculum Guides, *United States History

Identifiers—Pennsylvania General Curriculum Regulations

This booklet was produced to answer Pennsylvania social studies teachers' questions about implementing the statutory curriculum changes of 1968 and 1969. The new state regulations require integrating "major contributions made by Negroes and other racial and ethnic groups" into all courses of United States and Pennsylvania history in public elementary and secondary schools. Background for the changes is discussed, as well as the objective of counteracting misconceptions and stereotypes. The content areas suggested include: African heritage, status of blacks under slavery, protest movements, and the background of current racial situations. Several textbooks are recommended, but the annotated bibliography emphasizes supplementary materials covering the Afro-American experience and that of other minorities. A separate list of bibliographies, teachers guides, films, and sound tapes are available from the Pennsylvania Department of Education. (DJB)

ED 042 671 95 SO 000 208

Lester, Sid And Others

A Directory of Research and Curriculum Development Projects in Social Science Education.

Marin County Superintendent of Schools, San Rafael, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Curriculum Development, *Directories, Instructional Materials, *Projects, *Research Projects, Social Sciences, *Social Studies

Identifiers—*Marin Social Studies Project

This directory is designed as a reference for the educator on the activities of the new social studies research and curriculum development projects. It is not an analysis or an evaluation; it merely reports the information supplied by the 100 various projects—name, director, address, purpose, grade, subject, and products. These pro-

jects cover all grade levels from kindergarten through the twelfth grade, and include many social studies subjects; for example: American government, American history, anthropology, Asian studies, black history, civics, conservation education, economics, foreign relations, geography, humanities and social studies, intercultural studies, interdisciplinary studies, intergroup relations, international studies, Latin America, law, minority cultures, public affairs, social problems, social science, United States history, war and peace, world affairs, world cultures, world geography, world history. A second and revised edition will be released by the end of 1970. (SBE)

ED 042 672 80 SO 000 219

Morreau, Larry E. And Others

Behaviorally Engineered Environments. Staff Papers.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 70

Note—54p.; Papers presented at the Annual Meeting, American Educational Research Association, March 1970

Available from—Upper Midwest Regional Educational Laboratory, 1640 East 78th Street, Minneapolis, Minn. 55423

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Performance, Behavioral Objectives, *Behavioral Science Research, *Class Management, Computer Oriented Programs, *Educational Environment, *Experimental Programs, *Human Engineering, Individualized Instruction, Management Systems, Programmed Instruction, Systems Analysis, Systems Approach

This collection of papers represents the developmental research as well as the thrust of the Regional Laboratory's (UMREL) program. UMREL has been developing behaviorally engineered educational environments through a cross-disciplinary effort in education and the behavioral sciences. The program began with the establishment of demonstration contingency-managed classrooms for use as training and research sites. These classrooms are complete, self-contained behaviorally engineered units. Instruction is individualized and programmed; the teaching techniques, curriculum materials, and physical-social environment are designed to facilitate maximum academic performance. Based on the data provided by these classrooms, UMREL is developing a multi-faceted education eco-system. This system includes: specific behavioral objectives, preservice and inservice management technique training programs, and an educational resources center. In addition, a mechanical and/or automated computer based instructional management and analysis system contains data on: 1) curriculum material related instructional objectives; 2) the effects of various procedures on behavior for use in formulating specific objectives; and, 3) school administrative activities. (SBE)

ED 042 673 24 SO 000 223

Beyer, Barry K. Hicks, E. Perry

A Social Studies Curriculum Project to Develop and Test Instructional Materials, Teaching Guides and Content Units on the History and Culture of Sub-Saharan Africa for Use at Selected Grade Levels in Secondary Schools. Project Africa. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0724

Pub Date Jun 70

Contract—OEC-3-7-070724-2970

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*African Culture, Cross Cultural Studies, *Curriculum Development, Curriculum Research, *Inquiry Training, Instructional Materials, *Secondary Grades, *Social Studies, Social Studies Units

Identifiers—Africa, *Project Africa

Project Africa's report summarizes: 1) its background and rationale, structure, and staff, 2) curriculum materials design, development, field trial and evaluation, 3) other project dissemination activities. Three different groups of materials

were developed by the project. The most comprehensive was a flexible, sixteen-week program of study, "Africa South of the Sahara: An Inquiry Program for Grades 7-10" (ED 030 010, ED 032 324-032 327, ED 038 545). The second group consisted of resource units and associated materials for use in twelfth grade courses (ED 023 692, ED 037 586, ED 038 546, ED 039 260, ED 040 912). Finally, a prototype programed text on the "Geography of Africa" was published (ED 033 249). All materials are based on research into existing student knowledge (ED 023 693), existing materials, and suggestions of experts. These materials are multidisciplinary in approach for use with an inquiry-teaching strategy, can be used by students of average ability, and by teachers untrained either in African studies or in inquiry-teaching. Dissemination activities included a model of a useful inservice teacher training program. Conclusions and recommendations concerning the effectiveness of the project are discussed. (SBE)

ED 042 674 95 SO 000 224

Harvey, O. J. King, Edith W.

External Evaluation of the EPDA World-

mindness Institute.

Denver Univ., Colo.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 69

Grant—OEG-0-9-151186-1759-725

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Administrator Attitudes, Adoption (Ideas), Attitude Tests, Behavior Change, Beliefs, *Changing Attitudes, *Elementary Schools, *Institutes (Training Programs), *Program Evaluation, *School Personnel, Social Attitudes, Teacher Attitudes, Values
Identifiers—Brown (Bob B), Conceptual Systems Inventory

The summer phase of the Worldmindness Institute at the University of Denver from June 23 to August 8, 1969 brought together 34 principals, supervisors, coordinators, and teachers of the elementary school level. The program included study in the social sciences and the arts with the ultimate objective being the incorporation of worldmindness concepts within the elementary school program. This paper reported on an objective evaluation of the effects of the Institute on the values, beliefs and practices of the participants. Participants were pre- and posttested with a battery of instruments to "measure change in values and attitudes, as well as change in 'beliefs-practices' gap." A control group of graduate students were similarly tested. O. J. Harvey's This I Believe Test measured openness or closedness of belief structure and openness to change. B. B. Brown's Philosophical Beliefs Inventory measured endorsement of Dewey's basic philosophy; his Teacher Practices Inventory measured accord with Dewey's recommended teaching practices. Differences between the results of these two tests provided the belief-practices gap measure. It was found that "the Institute program stimulated participants to question and evaluate their beliefs and values, as well as their educational practices." (DJB)

ED 042 675 SO 000 240

Angell, Robert C.

Implications of the SRSS Project for College In-

struction.

American Sociological Association, Washington,

D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Sep 70

Note—7p.; Paper presented at the Annual Meet-

ing, American Sociological Association,

Washington, D.C., September, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*College Curriculum, *Curriculum Evaluation, Curriculum Problems, Inductive Methods, *Inquiry Training, *Senior High Schools, Social Studies, *Sociology
Identifiers—*Sociological Resources for the So-

cial Studies, SRSS
The impact of the Sociological Resources for the Social Studies Project (SRSS) on colleges is discussed under three general categories: 1) the effect on instructional materials and inquiry methods used in college sociology classes and laboratories with respect to student research and value analysis; 2) the effect on college course

prerequisites and their arrangement in the curriculum with freshmen able to enter advanced sociology courses and wishing to study sociology as a major; and, 3) the effect on the relations between sociology departments and schools of education in the training and certification of prospective high school teachers. SO 000 241, SO 000 245, SO 000 246, SO 000 247, and ED 035 583 are related documents. (SBE)

ED 042 676 SO 000 241

Angell, Robert C.

SRSS in the Homestretch.

American Sociological Association, Washington,

D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Sep 70

Note—8p.; Paper presented at the Annual Meet-

ing, American Sociological Association,

Washington, D.C., September, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Inductive Methods, *Inquiry Training, *Instructional Materials, *Resource Materials, *Senior High Schools, Social Studies Units, *Sociology
Identifiers—*Sociological Resources for the So-

cial Studies, SRSS

This is a brief review of the materials created by the Sociological Resources for Social Studies Project (SRSS) and published by Allyn and Bacon. Eleven of twenty-nine short units in "Episodes in Social Inquiry Series" are available or in press. This entire series should be completed by the end of 1971. All of the episodes emphasize the inquiry mode, and include inductive data analysis exercises. They are being used in a variety of social studies courses: Problems of Democracy, Social Problems, American History, Political Science, and Economics. "Inquiries in Sociology," an inquiry-oriented, one-semester course for eleventh and twelfth grades, will be published in the fall of 1971. A paperback series of readings on broad sociological topics which can be used as background for class work in a variety of social studies courses has been developed. Five of these books are now being published, and the sixth and seventh will be available in late 1971. In addition, a teacher training film for institutes and workshops, "Sociological Investigation in the Social Studies Class," is available for rental from the Audio-Visual Center, University of Michigan, Ann Arbor, Michigan. SO 000 245, SO 000 246, and SO 000 247 are related documents. (SBE)

ED 042 677 SO 000 245

Grahfs, F. Lincoln Hering, W. M., Jr.

Selecting a Test Population for Evaluating the

Sociological Resources Project Materials.

American Educational Research Association,

Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Mar 70

Note—6p.; Paper presented at the Annual Meet-

ing, American Educational Research Association,

Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Curriculum Evaluation, Evaluation Techniques, *Field Studies, *Inquiry Training, Research Methodology, Sampling, *Senior High Schools, Social Studies, *Sociology
Identifiers—*Sociological Resources for the So-

cial Studies, SRSS

The procedures for the selection of a test population to use and evaluate the short units developed by the Sociological Resources for the Social Studies Project (SRSS), "Episodes in Social Inquiry Series," are considered. They wanted to assess the effectiveness of the materials under a variety of circumstances: classes from different parts of the country, from communities of various sizes and economic strata, with students of several ability levels, in a variety of social studies courses, in both large and small schools. Some of the problems discussed are: 1) school selection by geographical location; 2) working with the authority structure in public school systems; 3) deciding which contact in a school would be most receptive; 4) selecting the participant classes within a school; 5) soliciting the cooperation of the teachers; 6) establishing clear communications with the teachers about their role, the experimental nature of the episodes, and the desire for honest and candid feedback. The project concluded: when formative evaluation is the goal and

time is an important factor, a test population selected on the basis of who will complete evaluation tasks is more important than a representative sampling of the total universe of potential users. ED 035 583 and SO 000 246 are related documents. (SBE)

ED 042 678 SO 000 246

Grahfs, F. Lincoln

The Relationship Between Student Interest and

Student Learning with New Curricular Materi-

als.

American Educational Research Association,

Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date 6 Feb 69

Note—9p.; Paper presented at the Annual Meet-

ing, American Educational Research Association,

Los Angeles, California, February 6, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Academic Performance, Correlation, *Curriculum Evaluation, Evaluation Techniques, *Field Studies, Inductive Methods, *Inquiry Training, Interest Scales, *Senior High Schools, Social Studies, *Sociology, Student Motivation

Identifiers—*Sociological Resources for the So-

cial Studies, SRSS

"How interesting did you find the material in the unit which you just completed?" This and other questions were asked in a student questionnaire during the field testing and evaluation of twelve short units, "Episodes in Social Inquiry Series," developed by the Sociological Resources for the Social Studies Project. By assigning values to these responses, it was possible to generate an index of student interest. Other data sources for this evaluation were a thirty-five item multiple-choice test on a unit completed, and a verbal ability test to measure student ability. Since tests had not been standardized, it was necessary to consider each episode separately. To control student ability, the classes were divided into four ability groupings. Each ability group studying each episode (48 cases) was ranked by the class mean on the multiple-choice test and by the index of student interest in that episode. Only about a third of the cases illustrated a marked positive correlation between interest and performance, because as ability level decreased the correlation between interest and performance also decreased. The effect of the teacher background and preparation variable is reported in ED 035 583. Another related document is SO 000 245. (SBE)

ED 042 679 SO 000 247

Grahfs, F. Lincoln

A New Sociology Course: Some Results of the

Field Test.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date 69

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Academic Performance, Concept Formation, Correlation, Course Evaluation, *Curriculum Evaluation, Evaluation Techniques, *Field Studies, Inductive Methods, *Inquiry Training, *Senior High Schools, Social Studies, *Sociology, Student Motivation

Identifiers—*Sociological Resources for the So-

cial Studies, SRSS

An experimental version of the one semester high school sociology course, "Inquiry in Sociology," was taught by 222 teachers throughout the United States in the spring of 1969. The purpose of this field test was to learn something about its relative success in rural, small-town, suburban, and central city schools, and with students of various socio-economic backgrounds, abilities, and aspirations. The techniques used were: 1) visits by staff members who observed classes in session and interviewed both teachers and students, 2) multiple-choice tests, and 3) an essay test. Students expressed a generally high level of interest in the course, with the high points at the beginning and the end. Despite the fluctuations in interest, the objective tests indicated a uniformly high performance and a low correlation of less than .12 between interest and performance, and a consistently high correlation between ability and performance. Critical thinking skills in analyzing social problem situations from a sociological perspective were measured by the essay test. The students appeared to have a good grasp of sub-

stant ideas and concepts, but a considerably less adequate grasp of sociological methods. Certain substantive weaknesses and the effect or teacher style are also mentioned. SO 000 241 is a related document. (SBE)

ED 042 680 SO 000 249

Chorley, Richard J., Ed. Haggett, Peter, Ed.
Frontiers in Geographical Teaching. Second Edition.

Pub Date 20 Apr 70

Note—401p.

Available from—Barnes and Noble, Inc., 105 Fifth Ave., New York, N. Y. 10003 (Cloth—\$8.00; Paper—\$4.00)

Document Not Available from EDRS.

Descriptors—Area Studies, Climatic Factors, Comparative Education, Demography, Field Studies, *Geographic Concepts, *Geography Instruction, Physical Environment, Physical Geography, *Reference Books, *Social Studies, Statistical Analysis, *Symposia, Teaching Models, Teaching Techniques, Urban Areas
Identifiers—*Africa, Davis (W M)

Composed of three parts, "Concepts," "Techniques," and "Teaching," this volume of essays by British geographers emerged from the editors' geography education courses and symposia at Cambridge University. It is addressed to two questions: what is happening in geography? and, what impact does this have on school geography? "Concepts" has seven essays dealing with the philosophy of geography and recent trends. The "Techniques" section includes essays on field work, quantitative methods in geomorphology, urban social geography, scale components, and physical planning. "Teaching" has two articles by American geography educators on secondary and college geography instruction in Canada and the United States. In addition, there is a similar article on British geography instruction and another entitled "Teaching the New Africa." A final essay by the editors sums up the entire volume and details model theory in geography instruction. (DJB)

ED 042 681

SO 000 251

Stapp, William B.

Integrating Conservation Education Into the Existing Curriculum of the Ann Arbor Public School System (K-12).

Ann Arbor Public Schools, Mich.

Pub Date Jan 64

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Citizenship Responsibility, *Community Resources, *Conservation Education, *Curriculum Design, Curriculum Evaluation, Elementary Grades, Environmental Education, Field Trips, *Inductive Methods, Inservice Programs, *Interdisciplinary Approach, Kindergarten, Problem Solving, Sciences, Secondary Grades, Sequential Programs, Social Studies

Identifiers—Ann Arbor, *Outdoor and Conservation Education Program

The guiding principles incorporated into this program are: 1) to develop a kindergarten through twelfth grade curriculum in a logical sequence to provide continuity and progression in the program; 2) to have the program enhance the instructional goals of the school system; 3) to link the subject areas that relate most closely to conservation, especially science and social studies, so that knowledge important in understanding and solving resource problems is properly developed; 4) to give the learner an opportunity to study natural resources of the community through field trips, emphasizing local resource problems; 5) to stress attitudes and not vocational skills with the student playing an active role in the learning process through personal experiences and thinking; and, 6) to provide a comprehensive inservice teacher training program for the entire school year. The details are given on program development and design, implementation, operation, and evaluation, specifically, curriculum themes and objectives, resource site selection, teacher and student orientation, schedules, field trips, materials and classroom presentations, and program coordination. (SBE)

ED 042 682

SO 000 252

Samples, Robert E.

Intrinsic Schooling: A New Yellow Brick Road.

American Geological Inst., Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—11p.

Journal Cit—Environmental Studies Program

Newsletter; n1 p1,4-9 Fall 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Concept Formation, *Curriculum Design, Curriculum Development, *Earth Science, *Environmental Education, Inductive Methods, *Inquiry Training, Physical Sciences, *Self Concept, Social Studies

Identifiers—*Earth Science Curriculum Project, ESCP

This paper describes one pioneer effort to develop materials for teachers who operate on the premise that the student can learn from his environment. Three environments are considered: 1) the inner environment of the child; 2) the immediate environment in which he finds himself; and, 3) the global environment which is of so much concern to mankind. Instead of asking a student to respond to a textbook abstraction of his environment, the student is allowed to choose the investigations which in turn will serve to structure the course content. Further, the student's self-image is enhanced by allowing the emotional self to be as apparent as the logical and rational self. It is hoped that the materials "Investigating the Earth" reflect the notion that in true self-directed inquiry situations students have access to the entire process of research. Finally, an early pilot effort with inner-city ninth graders is documented. The students were asked to "go out and photograph evidence of change"; they then had to decide on the operational definition of change, what the evidence for that change was, and photograph that evidence. (SBE)

ED 042 683

SO 000 254

Report of a Conference of African Educators, EDC and CREDO on Social Studies (Mombasa, Kenya, August 19-30, 1968).

Center for Curriculum Renewal and Educational Development Overseas, London (England); Educational Development Center, Inc., Newton, Mass.

Pub Date Aug 68

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Citizenship, Community Study, Critical Thinking, Cultural Awareness, Curriculum Design, Educational Objectives, *Elementary Grades, *Environmental Education, *Inquiry Training, Integrated Curriculum, Interdisciplinary Approach, International Education, Multimedia Instruction, Self Concept, Social Change, *Social Development, Socialization, *Social Studies, Social Values

The conference aims for primary school social studies teaching are: 1) to create an awareness and an understanding of the evolving social and physical environment as a whole, together with the rational use and conservation of these resources for development; 2) to develop a capacity to learn and to acquire basic skills together with the skills of observation, analysis, inference, and critical thinking; 3) to insure the acquisition of relevant knowledge essential for personal and value development; and, 4) to develop an appreciation of the diversity and interdependence of all members of the local international community. The main functions of the school are to promote the acceptance of change and to foster the notion of individual control over the environment. The specific aspects of change are: national integration, problems of rapid economic development, and the promotion of self-confidence and initiative. In this integrated interdisciplinary approach to learning, the teacher's role is to provide experiences which will provoke questions, to provide media, and to assist the inquiry process, centering around learning techniques rather than subject knowledge. Other methodology includes: inservice and preservice teacher education, multimedia instruction, cognitive and affective testing and evaluation, and conference followup. (SBE)

ED 042 684

SO 000 255

Cassidy, Fr. Thomas

Political Science in the New Social Studies: Comparison of Content Materials; Secondary Level, Developed by the Social Studies Curriculum Projects.

Catholic Univ. of America, Washington, D.C. Graduate School of Arts and Science.

Pub Date Jul 70

Note—65p.; M.A. Dissertation, Catholic University of America

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Affective Objectives, Behavioral Objectives, Citizenship, Cognitive Objectives, Concept Teaching, Course Content, *Curriculum Development, Fundamental Concepts, *Inductive Methods, Instructional Materials, Learning Theories, Material Development, *Political Science, *Political Socialization, *Projects, School Role, Social Studies

This thesis attempts to analyze one particular aspect of the development activities of some fifty social studies projects, namely, the role of political science and its materials within the projects. The paper is divided into four chapters. The first seeks to give a brief analysis of the curriculum development projects in recent years in terms of: 1) the analysis of the structure of each social science discipline; 2) the characteristics and improvement goals of the projects based on studies by Bruner and others; 3) concepts, generalizations, and an inductive approach which are common to all projects; and, 4) the methods for achieving the goals of social education, i.e. effective citizenship—political socialization through effective content selection and organization, value education, cognitive and affective skill development, both behavioral and traditional approaches to content and materials, an interdisciplinary view, and an active school role in the socialization process. The second attempts to define the role of political science within this movement. The third analyzes content material and methods employed by the projects using political science. The final chapter offers some possible implications for college and university political science curriculum. (Author/SBE)

ED 042 685

SO 000 257

Pratt, Robert Bruce

A Historical Analysis of the High School Geography Project as a Study in Curriculum Development.

Colorado Univ., Boulder. Graduate School.

Pub Date 70

Note—272p.; Ed.D. Dissertation, University of Colorado. A revised version will be published in 1971 by the Social Science Education Consortium, Inc., Boulder, Colo.

Available from—University Microfilms, Inc., 300 N. Zeeb Road, Ann Arbor, Mich. 48106

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Curriculum Problems, Curriculum Research, Curriculum Study Centers, Doctoral Theses, *Geography Instruction, Inservice Teacher Education, Literature Reviews, *Models, Projects, *Secondary Grades, Social Studies Units
Identifiers—*High School Geography Project, HSGP

"The purpose of this study was to analyze aspects of the High School Geography Project's curriculum building experience. It is a historical case study in curriculum development, drawing on primary sources from within the project's archives and from personal interviews with project-connected personnel. (168-item bibliography is appended.) The study concentrates on the project's models for curriculum development and evaluation." Some of the major conclusions growing out of the study are: 1) "The pedagogical tenets of the project are very similar to the ones established during the Progressive Era"; 2) "Geographic education is stronger as a result of the project than at any time in its history"; 3) "The project made its greatest contributions to curriculum development through its unique curriculum model and evaluation program"; 4) "The construction-testing-revision model used by the project proved to be a viable model for the discipline of geography"; 5) "The project's evaluation model brought teacher-student opinion into the curriculum decisions that were made by the project staff." (Author/DJB)

ED 042 686

SO 000 258

Pratt, James And Others

Environmental Education. Second Edition.

American Inst. of Architects, Washington, D.C.

Pub Date Mar 70

Note—144p.

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Environmental Education, Humanities, Professional Associations, Program Descriptions, *Program Development, *Projects, *Resource Guides, *Resource Materials, Secondary Grades, Social Studies

Identifiers—*Committee on Public Education, COPE

The purpose of the AIA-COPE group in this compendium is to unite the teaching and design professions in their effort to educate for environmental awareness. Part one includes suggestions to architects, landscape architects, civil engineers, urban and regional planners, and ecologists for working with primary and secondary schools, self education, program planning, and long term local projects. An annotated directory of current projects lists AIA projects and programs, and state and community projects. The second part contains: 1) a summary of the association goals for environmental education, and 2) a guide to projects, kits, resource books for the student and teacher, periodicals, films and filmstrips. This part also has a section describing some instructional materials according to: concept and emphasis, materials, use, and origin. A classified index of both the projects and the materials is included. The information in this resource guide is current as of March, 1970. The loose-leaf format facilitates intended updating and expansion. Loan copies are available through members of the American Institute of Architects, and local and regional offices. (VLW)

ED 042 687 SO 000 259

Longstreth, Larry Eldon

Values and Teaching: A Study of Teacher Beliefs. Colorado Univ., Boulder. Graduate School.

Pub Date 70

Note—127p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103

Document Not Available from EDRS.

Descriptors—Beliefs, *Educational Practice, Interviews, Public School Teachers, Questionnaires, Research Methodology, *School Surveys, *Social Studies, *Teacher Attitudes, *Values

Identifiers—*Colorado

Questionnaires and interviews on values and the teaching of values were completed with the entire faculty (76) of Longmont (Colorado) Senior High School. Over 60% believed that to value means to appraise; a similar proportion believed that to value means to cherish. 82% felt that values are relative rather than absolute. Almost all believed that schools should be concerned with values, but they were divided over whether the school should inculcate certain values or only help students identify and evaluate their own values. The majority of respondents did not believe in planning the values component of the curriculum. Setting an example and classroom discussion were given as the preferred methods of handling values. In addition, it was thought that values education should not be a part of a grading procedure. Of those who believed in teaching values, most thought that teachers, community, and students should help determine what values should be taught, but that the teacher should decide how values should be taught. However, over three-fourths of the respondents had not used any published materials, read any literature, or been in a class or workshop that dealt specifically with values education. Three-fifths were dissatisfied with current practices. An extensive bibliography on values education is included. (IM)

SP

ED 042 688 SP 003 979

Brophy, Jere E. Good, Thomas L.

Teacher-Child Dyadic Interaction: A Manual for Coding Classroom Behavior. Report Series No. 27.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Grant—OEG-6-10-108

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—Feedback, *Interaction Process Analysis, Questioning Techniques, Student Reaction, *Student Teacher Relationship

This manual presents the rationale and coding system for the study of dyadic interaction between teachers and children in classrooms. The

introduction notes major differences between this system and others in common use: 1) it is not a universal system that attempts to code all classroom behavior, and 2) the teacher's interactions in his class are recorded and analyzed separately for each individual student. The five different types of dyadic interaction situations which the system codes are each described: response opportunities, recitation, procedural contact, work-related contact, behavioral contact. Explanations are given of the various categories and sub-categories of behavior within each type, e.g., for a response opportunity behavior the coder identifies the child and codes the type of question (four types), the level of question (four levels), the quality of the child's answer (four categories), and the teacher feedback reaction (12 types). General coding conventions are discussed and instructions given for using the two coding sheets. Appendixes contain 1) the General Class Activities Coding Sheet, 2) the Reading and Recitation Group Coding Sheet, 3) discussion of additional variables not included in the system (to illustrate that it is an open system which may be modified), 4) 20 pages of coding examples, 5) explanation of derivation of scores from raw coding, and 6) recommendations for establishing intercoder reliability and assuring validity. (JS)

ED 042 689 SP 004 066

Teacher Corps—Urban. Cycle II, Final Program Report.

University of Southern California, Los Angeles.

Spons Agency—Teachers Corps, BEPD.

Pub Date 69

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Disadvantaged Youth, *Field Experience Programs, *Teacher Education, *Urban Education

Identifiers—*Teacher Corps

This document reports the Cycle II Teacher Corps Urban Program at the University of Southern California, a 2-year effort to prepare teachers to work effectively in disadvantaged communities of such diverse racial and ethnic groups as Negroes, Mexican Americans, poor whites, Japanese, Koreans, and Samoans. There is brief description of the two phases of the program: 1) academic course work, community field activities, special workshops, demonstrations, and meetings in the preservice phase, and 2) the combination of gradually increasing responsibilities in the local schools with course work in the inservice phase. Program evaluation and the research projects growing out of the program are briefly described. Innovations introduced into the teaching strategies and curriculum at USC to facilitate corpsmen training are described: corpsmen treated as an intact group, block scheduling, structure and sequence of courses, and interrelationship of course work. Also included are lists of institutional changes at USC brought about by the Teacher Corps program including introduction of courses and content new to teacher education. Involvement of corpsmen in developmental trends within the seven participating school districts is discussed in outline form with innovative approaches, institutional changes, and community involvement described on a district-by-district basis. (JS)

ED 042 690 SP 004 073

Toledo Teacher Corps: An Undergraduate Program for the Development of Teachers for the Inner City.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Teachers Corps, BEPD.

Pub Date 69

Note—80p.; Entry for 1970 AACTE Distinguished Achievement Awards in Teacher Education, and proposal to USOE for Teacher Corps program

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Disadvantaged Youth, Elementary School Teachers, *Field Experience Programs, *Teacher Education, Team Teaching

Identifiers—*Teacher Corps

This set of documents includes the original proposal (December 1968) for the 2-year Toledo Teacher Corps program and a summary description of the program half way through its first year (November 1969). The program summary describes it as an undergraduate training program designed to improve the educational process in urban poverty areas and to improve the training program for elementary teachers in such areas

through focus on human sensitivity, cooperative efforts of the university and the school system and community, and instructional organization within the school. Narrative sections outline the major phases of the program: 1) summer preservice program of community activities and concurrent seminar; 2) inservice program during the junior and senior school years including a team teaching internship in local schools and concurrent seminars on societal factors, instructional organization, contemporary learning-teaching process, educational technology, and research; 3) interim summer program of liberal arts requirements; and 4) community involvement activities throughout the 2 years leading to a bachelor of arts degree in education. Included in the proposal is material on certification and degree requirements, staff and team leader selection and training, evaluation procedures, the four participating schools, etc. (JS)

ED 042 691 SP 004 080

Cyphert, Frederick R. Gant, Walter L.

The Delphi Technique: A Tool for Collecting Opinions in Teacher Education.

Pub Date [69]

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Administrator Attitudes, Attitudes, Community Attitudes, *Educational Objectives, Measurement Instruments, *Measurement Techniques, *Opinions, Public Opinion, *Schools of Education, Teacher Attitudes, *Teacher Education

Identifiers—Delphi Technique

In order to clarify the opinions of various groups concerning goals for the School of Education of the University of Virginia, a questionnaire asking for suggestions on major objectives for the school was sent to 421 persons from groups arbitrarily defined as representing the "power structure" of Virginia as it relates to teacher education. The 298 responses were reduced to 61 generic statements, which were then constructed into a second questionnaire asking respondents to rank each item on a five-point scale. The 262 responses from the second questionnaire were analyzed to determine the mode of the priorities assigned to each item, and a third questionnaire containing the original items, the group consensus (mode) for each item, and the respondent's original rankings was constructed. Respondents were asked to reconsider their rankings and state their reasons whenever they wished to remain outside the consensus. The fourth questionnaire, containing the recomputed mode for each item, the respondent's prior ratings, and a list of major dissenting opinions gathered by the third questionnaire, asked respondents to once more consider their rankings. Final rankings were then computed on the basis of the fourth questionnaire. (Analysis of the findings includes discussion of typical response patterns of each group and presentation of highest and lowest ranked items.) (RT)

ED 042 692 SP 004 092

Collins, James F.

Identifying New and Emerging Patterns of School-University Partnerships in Teacher Education--and Their Implications for Research.

Syracuse Univ., N.Y. School of Education.

Pub Date 70

Note—9p.; Paper presented at the American Educational Research Association annual meeting March, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*College School Cooperation, *Educational Research, *Teacher Education

While some real differences of opinion exist regarding the governance of teacher education, many new organizational patterns including new and more sophisticated patterns of school-university partnerships are appearing on the professional scene. There is a strong and rapid resurgence of student teaching centers with such organizational features as full-time center coordinators and joint councils with policy-making responsibilities composed of representatives from the state department of education, all participating institutions of higher education, and the school system. Another pattern is the metro council for student teaching for pooling of ideas, personnel, materials resources, and efforts, often with all cooperation institutions assuming equal accountability for all or any phase of the program, which extends from preservice through the advanced

stages of inservice teacher education. The presence of federal dollars, a major thrust toward such partnership, is designed to make teacher education more relevant and more professional. Among several implications for research is the need to examine very closely the impact of a wider sharing of decision-making responsibilities on the 1) quality of learning in the public schools, 2) quality of personnel coming into the profession, 3) quality of education in the teacher education programs and 4) strength and direction of the profession (professionalization). (JS)

ED 042 693 24 SP 004 113
Shearson, Gilbert F. Johnson, Charles E.
A Prototype for a Competency Based Proficiency Module. GEM Bulletin.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0477

Pub Date 69
Contract—OEC-0-9-200477-4043
Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Instructional Materials, Learning Activities, *Material Development, *Models, Performance Criteria, Teacher Education
Identifiers—CETEM, Comprehensive Elementary Teacher Education Models, PMs, *Proficiency Modules

This document is a draft of a design for a learning tool which is an integral part of the Georgia Educational Model for the Preparation of Elementary Teachers (ED 025 491). (The introduction notes that specifications for the model require that all instruction be related to teacher performance behaviors and utilize the proficiency module (PM) as the vehicle for organizing and presenting learning activities and materials. This prototype is representative of only one kind of module envisioned. It is designed to reveal the kinds of learning experiences that might be available in a PM for one small part of a professional sequence.) Titled "Graphics Representation in Social Studies Instruction," this prototype PM includes 1) general directions to the student; 2) lists of prerequisites (other PM's); 3) instructions for "preassessment" to determine the extent to which the student has already acquired the behaviors assigned in this PM; 4) lists of the nine general performance specifications for this PM and of 30 supplementary behaviors which the student must be able to demonstrate proficiency in; 5) instructions for making a learning procedures plan for acquiring the behaviors; and 6) lists of learning resources for each of five different groups of the 30 behaviors. The lists of resources (some items fictitious) include books, filmstrips, sound motion pictures, videotape series, programmed materials, small group discussion sessions, and other group activities. (Author/JS)

ED 042 694 24 SP 004 114
Ayers, Jerry B.
Feasibility of Practical Laboratory Experiences: Report I. GEM Bulletin 69-4.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0477

Pub Date 69
Contract—OEC-0-9-200477-4043
Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Affiliated Schools, Feasibility Studies, *Student Teaching
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

An investigation was conducted to determine the feasibility of providing laboratory and internship experience for students enrolled in the Georgia Model program for the preparation of elementary teachers as specified in the final report of the Georgia Educational Model program (ED 025 491). Specifications require each student to complete five 5-week practical laboratory experiences (including two paraprofessional labs in the preprofessional phase) and a 10-week preservice internship. Since 1,380 students are expected to be enrolled when the program reaches sustained operational level in 1975-76, a minimum of 362 classrooms would be needed during the year. Findings resulting from a survey of 20 school systems in Georgia that cooperated with the University of Georgia in the 1968-69 school year indicate that such a laboratory pro-

gram is feasible. There are a sufficient number of schools within reasonable distance willing and able to provide such activities. The majority conduct kindergarten and Headstart programs and many plan summer school programs. They include both urban and rural areas with potential for providing experiences with children from diverse socioeconomic and ethnic backgrounds. (JS)

ED 042 695 24 SP 004 116
Ricker, Kenneth S. Hawkins, Michael L.
Testing a Science Education Proficiency Module with College Students. GEM Bulletin 69-12.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0477

Pub Date 69
Contract—OEC-0-9-200477-4043
Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Elementary School Teachers, *Instructional Materials, *Material Development, Science Education, Science Teachers, *Teacher Education
Identifiers—CETEM, Comprehensive Elementary Teacher Education Models, *Proficiency Modules

A second study was conducted to test further the feasibility of the proficiency module (PM) "Magnetism, Electricity, Heat, and Microscopic Viewing in Science Instruction" constructed for use in an elementary science methods course. (The first study of this PM, SP003965, demonstrated the psychological feasibility of this mode of instruction.) This second study was designed to determine statistically whether significant learning occurs through use of the PM and to further investigate student reactions including types of learning activities each selected. Pretests were administered to the sample, 20 senior women enrolled in Elementary Science Methods. Each was responsible for acquiring each performance behavior (competency) specified in the PM by selecting the learning activities or combination of activities described in the PM which would help him acquire the behavior. Learning activities identified included laboratory activities, reading, small group instruction sessions, and individual help sessions. Posttests were conducted after the 3-weeks' time allotted for the PM. Test results, analyzed using the t test for correlated data, revealed significant change in student performance. Other conclusions: Most students reacted positively to the mode of instruction. The laboratory practicum was selected as the primary learning activity. When given the opportunity, students will select different combinations of learning activities to achieve the same objectives. (JS)

ED 042 696 24 SP 004 117
Reed, Charles P.
A Proposed Program for Scheduling, Project Management, Control and Instruction. GEM Bulletin 69-17.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0477

Pub Date 70
Contract—OEC-0-9-200477-4043
Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Computer Oriented Programs, Filing, *Flexible Scheduling, *Models, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

A computer-oriented filing system is considered necessary to handle the approximately 1,500 students likely to be enrolled in the Georgia model program to train elementary teachers (ED 025 491) by the time it reaches sustained operation. The system of individualized scheduling involves establishing and maintaining a computer storage filing system on the progress of each student, the status and capabilities of faculty and staff, and the status of physical space and equipment. Since students will be handled on a distributed basis, the filing system must be capable of continuous daily updating and access. The system can be implemented at the University of Georgia using existing hardware (IBM 360/65 computer with remote terminals—also on Univak 9200) and software to be developed. Six basic programs will be

required: 1) file maintenance (one for each file program), 2) testing program, 3) evaluation program, 4) scheduling program, 5) miscellaneous reporting programs, and 6) master internal central program. The filing system will require eight basic files each with two types of basic information: 1) identification, background, and performance history data, and 2) current status data. The eight files are student record file, testing decision tables, evaluation decision tables, scheduling decision tables, faculty and staff file, space and equipment file, accounting files, and internal central files and program. (JS)

ED 042 697 24 SP 004 118
Johnson, Charles E. Shearson, Gilbert F.
A Summary of the Feasibility of the Georgia Educational Model for Teacher Preparation—Elementary, With Conclusions. GEM Bulletin 69-28.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0477

Pub Date 70
Contract—OEC-0-9-200477-4043
Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Elementary School Teachers, Estimated Costs, *Feasibility Studies, *Models, Program Development, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This document summarizes the report of an investigation (SP 004 171) which established the feasibility of developing and operating the Georgia model program for the preparation of elementary school teachers (ED 025 491). The three objectives are listed: to determine feasibility of the model in projected sustained operation, to develop a strategy for implementation, and to provide cost estimates for development and implementation. Procedures for the investigation are outlined: selection, orientation, and training of staff; examination of the theoretical, technical, and socio-psychological feasibility of each component; etc. The 5-year strategy for development and implementation is described briefly—a six-stage plan of sequential induction of instructional phases leading from preparation and planning of the preprofessional phase to sustained operation of all three phases (preprofessional, professional, and specialist) by July 1975. Estimated costs are summarized (e.g., \$18,370,000 for the entire 5 years of program development and operation and \$4,035 for each of 1200 students during the first year of sustained operation.) Estimated costs are also compared to costs of continuing the present program (at the University of Georgia). The conclusions, 30 generalized findings which summarize the highlights of the feasibility study, are listed under the same headings used to describe the model program subsystems: Development, Instruction, Evaluation, Management, and Cost. (JS)

ED 042 698 24 SP 004 119
Johnson, Charles E. Bauch, Jerold P.
Competency Based Teacher Evaluation Guide. GEM Bulletin 70-3.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0477

Pub Date 70
Contract—OEC-0-9-200477-4043
Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Behavior Rating Scales, Elementary School Teachers, Paraprofessional School Personnel, *Teacher Evaluation
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This document contains a four-part checklist designed for use to determine the extent to which elementary school teaching personnel at various levels (teacher, assistant, and aide) have acquired particular competencies. The introduction notes that it is considered a prototype rather than a finished instrument totally inclusive of all competencies. The guide is suggested for use by each of several specialists, each working on-the-job with the teacher at different times. Part 1, "General Behaviors, Qualities and Competencies Characteristic of Teachers in Early Childhood and Elementary Schools," contains 19 items each of which includes three possible descriptive

responses. (Sample question: Does the person show sufficient patience and understanding with children?) Part 2, "Specific Behaviors Performed by Certified Teachers in Early Childhood and Elementary Schools," contains 84 items with four possible responses ranging from "Performs this behavior with a high measure of skill and efficiency" to "Not applicable or no basis for judgment." (Sample item: Helps pupils use a teaching machine. Prepares daily activity plans.) Part 3, "Specific Behaviors Performed by Teaching Assistants in Early Childhood and Elementary Schools," and Part 4, "Specific Behaviors Performed by Aides in Early Childhood and Elementary Schools," contain 37 and 31 items respectively and provide for the same choice of four responses as Part 2. (JS)

ED 042 699 24 SP 004 120

Ayers, Jerry B.

Estimated Costs for the Development and Operation of the Georgia Educational Model for the Preparation of Elementary Teachers—A Supplemental Report. GEM Bulletin 70-2.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0477

Pub Date 70

Contract—OEC-0-9-200477-4043

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Elementary School Teachers, *Estimated Costs, Models, *Program Costs, Program Development, *Teacher Education Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This bulletin is a supplement of Chapter 7 of Volume 1 of the final report entitled "The Feasibility of the Georgia Educational Model for Teacher Preparation—Elementary" (Johnson and Shearson, 1970) (SP 004 171). The aforementioned chapter summarizes cost data in four categories: materials, equipment, key personnel, and supporting personnel. This bulletin summarizes costs into those categories about which more information may be requested: technical supporting personnel, secretarial and clerical, equipment, materials, computer, travel and communications, professional instruction personnel, professional service personnel, administrative personnel, graduate assistants, consultants. The information is presented in 10 tables, each containing cost estimates for each of the 12 categories for each fiscal year (1970 through 1976). Breakdown into tables is in terms of combined costs for development and operation and separate costs for development and for operation of 1) the total program, 2) the preprofessional phase, 3) the professional phase, and 4) the specialist phase. Costs for facilities and capital are not included. (JS)

ED 042 700 24 SP 004 123

Bauch, Jerold P.

Community Participation in Teacher Education: Teacher Corps and the Model Programs. GEM Bulletin 70-4.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0477

Pub Date Jul 70

Contract—OEC-0-9-200477-4043

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Community Involvement, Field Experience Programs, School Community Cooperation, *Teacher Education Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models, Teacher Corps

An expressed purpose of the Teacher Corps program is to encourage and assist changes in teacher education directed toward better ways to prepare teachers for work in areas of concentration of low-income families. Too often community involvement in such programs takes place after most decisions and plans have been made. As the 1970-72 Teacher Corps Guidelines are followed, most of the new proposals for training interns will reflect the movement toward competency-based programs. And since the Model Elementary Teacher Education Programs meet this condition, there will be a close cooperation between the Models and Teacher Corps. The effective preparation of Teacher Corps interns requires participation by the local community in the

planning of that preparation. The Model Programs, through their various provisions for local responsiveness, provide an excellent vehicle for accomplishing these desired outcomes. As one example, the Georgia Educational Model allocates a segment of the continuing inservice education of the teacher to cooperative planning by the local community, the teacher and the school system. All three of these would also share in the implementation of the proficiency modules, and university credit is designated for these "local-conditions" modules. The past has shown that community participation is vital. The present indicates that exciting new models can effectively facilitate that participation. (JS)

ED 042 701 SP 004 124

Cottrell, Donald P.

National Policy for the Improvement of the Quality of Teacher Education.

National Association of Colleges and Schools of Education in State Universities and Land Grant Colleges, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date Aug 70

Note—37p.

Available from—AACTE, Number One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Educational Improvement, Educational Needs, *Educational Policy, Federal Aid, *National Programs, *Teacher Education

The first half of this document deals with the nature of needs for higher quality in teacher education. The substance of quality in teacher education is discussed in light of the relationship between social reality and the schools. The second half develops the following outline of recommendations for a new program: 1) A National Teacher Education Foundation should be established immediately to devote itself to a) the promotion of basic inquiry, in cooperation with other national educational agencies, directed toward improvement and reform of schools and school systems; b) recommendation of priorities in teacher education program development; and c) implementation of projects directed toward the improvement of quality in teacher education. 2) General federal financial aid should be provided for undergraduate teacher education. 3) A federal grant program should be established for physical plant and equipment for teacher education. 4) A federal grant and contract program should be launched to stimulate the development of consortia of universities and public agencies in the preparation of teachers. 5) A federal support program should be provided for faculty and staff development in professional schools of education. 6) A federal project-based program should be undertaken for course content improvement in teacher education. 7) A federal project grant program should be provided for exemplary programs in teacher education. (JS)

ED 042 702 SP 004 136

Short, Evelyn H.

Teacher Corps at New Mexico State University.

Final Narrative Report: Cycle II.

New Mexico State Univ., Santa Fe.

Spons Agency—Teachers Corps, BEPD.

Pub Date Jul 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Disadvantaged Youth, Elementary School Teachers, *Field Experience Programs, *Teacher Education

Identifiers—*Teacher Corps

Goals for the 2-year program were 1) to provide immediate assistance to disadvantaged youth at an early age from teacher-interns specially equipped to diagnose their student needs and provide appropriate learning experiences; 2) to provide sufficiently strong preparation for teaching so that interns will achieve enough success to desire to continue teaching disadvantaged youth; 3) to try new approaches leading to progressive development of more effective and efficient teacher education programs. Preservice began with 28 corpsmen in laboratory and seminar classes which emphasized exploring the world of the public school classroom. Inservice combined internship in the elementary schools with campus classes, the two running in parallel sequences of subject matter: reading, math, social studies, science, and physical education. More theoretical courses were reserved for summer to

give interns a chance to synthesize their learnings. Program effects on the university include three new courses in the curriculum and greater use of interdepartmental team teaching and video tape equipment. The impact on the schools was also strong particularly in areas of teacher knowledge of new methods and materials, and practice of team teaching. Corpsmen participated in diversified and individualized community activity. Evaluation methods included oral exams, National Teacher Exams, and teaching effectiveness ratings. The program was clearly successful. (JS)

ED 042 703 SP 004 137

Mercer, Walter A.

A Model for Cooperative Student Teaching Involving a Nearby Majority Black University and a Nearby Majority White University.

Florida Agricultural and Mechanical Univ., Tallahassee.

Pub Date [70]

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*College School Cooperation, *Models, *School Integration, *Student Teaching, Teacher Seminars

Major features of the cooperative student teaching model include 1) a pattern of student teaching assignments within the school system which would provide for proportional inclusion of prospective teachers—from the nearby majority black university and the nearby majority white university—to each school serving as a student teaching facility; 2) student teaching seminars participated in by both universities; 3) inclusion of intergroup relations content; 4) participation of supervising teachers, both black and white. Implementation involves planning and followup meetings with student teaching personnel of both universities and the school system. Student teachers and supervising teachers would be familiarized with the project at an orientation dinner meeting. A series of five seminars for student teachers (two all-day and three half-day) would focus on 1) Intergroup Relations in the Desegregated School, 2) Utilization of Mass Media in the Desegregated School, 3) Classroom Management, Control, and Discipline in the Desegregated School, 4) Affective Classroom Climate in the Desegregated School, and 5) Project Evaluation. Learning activities include interest area small discussion groups of approximately 15 prospective teachers (e.g., in elementary education, math, social studies). A program based on this model will soon be in operation in Leon County, Florida, with Florida A & M and Florida State Universities participating. (JS)

ED 042 704 SP 004 138

Second Cycle Teacher Corps Program. Final Program Report.

Oregon State Univ., Corvallis.

Spons Agency—Teachers Corps, BEPD.

Pub Date Oct 69

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Disadvantaged Youth, *Field Experience Programs, *Teacher Education Identifiers—*Teacher Corps

The introductory section of this report contains a brief narrative description of Oregon State University's Cycle II Teacher Corps program in which 29 intern teachers were prepared to work with disadvantaged children in both rural and urban areas. The 2-year Master's Degree program which is outlined includes two summers of orientation and coursework and two years of inservice internship in which trainees were involved 60 percent of the time with school activities (observation, small group tutoring, and large group instruction will all age groups in a variety of subject areas) and 40 percent of the time in college courses and community involvement. Other sections of the report describe 1) Teacher Corps innovations in the university teacher training program, 2) institutional changes resulting from the Teacher Corps program, 3) program evaluation, 4) recommendations for future cycles, and 5) reports from each of the cooperating local school districts (Portland, Coos Bay, Hood River, and Lincoln County) describing organization of intern teams and school district, intern role in schools, community involvement, and recommendations. (JS)

ED 042 705

SP 004 139

Dinkmeyer, Donald

The "C" Group: Focus on Self As Instrument.
De Paul Univ., Chicago, Ill. School of Education.
Pub Date [69]

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Discussion Groups, *Laboratory Training, *Teacher Education, *Training Techniques

Identifiers—C Groups

A new technique for teacher education has been developed in response to the belief that teacher education's number one priority is to be concerned with the emerging self of the teacher trainee. Research on effective teaching has revealed that it is not what the teacher is taught that is the critical factor but the way in which the knowledge and attitudes, beliefs and feelings, are internalized. Thus experiences must be developed which provide students the opportunity to see the relationship between theory, methods, and self, permitting integration of the person. The "C" group model grew out of a need for inservice education with personal involvement and an opportunity to test out new ideas and exchange with colleagues the results of new approaches. The new approach, piloted at Northeastern College (Chicago), was labeled "C" group because many of the factors which make it effective begin with "C": collaboration, consulting, clarifying, confronting, being concerned, caring, and being committed. It differs from "T" group by going beyond focus on the self to application of specific teacher-child procedures. The five to eight voluntary members of a group meet with a professionally trained group leader for periods of at least 1-1/2 hours to provide time to warm up, report results of past commitments, get into new concerns, and permit time to develop new commitments, and evaluate what is happening to them as persons and professionals. (JS)

ED 042 706

SP 004 141

Patterson, Robert A.

Guidelines for School District Staffing Models.

School Information and Research Service, Seattle, Wash.

Pub Date Dec 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Administrator Guides, Differentiated Staffs, Personnel Management, *School Personnel, *Staff Utilization

A study attempted to ascertain if practical and flexible criteria could be developed that would be useful as guidelines to school districts in the state of Washington in meeting current staffing problems. The guidelines focused on and incorporated 1) current education objectives, 2) psycho-social influences, 3) changing methods of education, 4) technology, and 5) new organizational arrangements into a system for personnel management. Four procedures for developing the guidelines were 1) review of pertinent studies in the field of staffing, 2) analysis of annual personnel reports filed by all Washington school districts with the state, 3) review of the literature to identify emerging directions in staffing practices, and 4) interviews with 180 superintendents in the state on perceptions of staffing needs. Guidelines were drawn from an analysis of the six major trends in staffing practices which were identified: 1) greater use of collegial organization; 2) increased staff specialization; 3) greater use of teacher terms; 4) the increasing influence of the personnel function; 5) application of a systems approach to personnel management; and 6) increased use of the evaluation process. (This paper, which summarizes processes and conclusions of Patterson's doctoral dissertation, contains the 29 guidelines, grouped according to the six trends, and diagrams of four differentiated staffing models incorporating them.) (JS)

ED 042 707

SP 004 145

Thurber, John C.

Individualized In-Service Teacher Education. (Project IN-STEP). Evaluation Report, Phase II.
Palm Beach County Board of Public Instruction, Boynton Beach, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—20p.; ESEA Title III program

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Elementary School Science, Elementary School Teachers, Individualized Instruction, *Inservice Teacher Education, Models, Multimedia Instruction

Identifiers—Science—A Process Approach

Phase 2 of Project IN-STEP was conducted to revise, refine, and conduct further field testing of a new inservice teacher education model. The method developed (in Phase 1—see ED 003 905 for report) is an individualized, multi-media approach. Revision activities, based on feedback provided for Phase 1, include the remaking of six videotape lessons, development of an "Action Handbook" to supplement them, and revision of the 200-page self-study programed text. An elementary science curriculum, "Science—A Process Approach" (AAAS Science), provided the content for the development of the model. During the 1969-70 school year 511 elementary school teachers in Palm Beach County and Alachua County, Florida, were admitted to IN-STEP training programs in AAAS Science. Both experimental and control groups were pre- and posttested with the Elementary Science Teachers Inventory (Lane). Analysis of data serves to further confirm the hypothesis suggested by the results of Phase 1: that the IN-STEP approach is an effective and efficient method of conducting inservice training (at least in AAAS Science). Conclusions were based on results obtained from Phase 1 and statistically significant gains in group mean scores of all the experimental instructional groups during Phase 2 (1969-70). (Author/JS)

ED 042 708

24

SP 004 153

Fox, Robert S. And Others

Diagnosing and Improving the Professional Climate of Your School. Vol. III.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0069

Pub Date 70

Grant—OEG-3-8-080069-43(010)

Note—192p.

EDRS Price MF-\$0.75 HC-\$0.70

Descriptors—Administrator Role, *Inservice Teacher Education, *Organizational Climate, *Problem Solving, School Improvement, Simulation, Tape Recordings, *Teacher Administrator Relationship, *Teacher Behavior, Teacher Responsibility, Teacher Role

This manual is intended to help staff members improve the professional climate of their school by identifying the symptoms, diagnosing some of the reasons behind them, and offering means of improvement. There are two main sections. The first begins with a description of the program, and some concepts and theories about the school as a social system. The remaining chapters deal with 1) how can you solve problems to improve your school; 2) who's responsible for what; 3) what are our typical ways of doing things; and 4) how do we use one another's resources? Twenty-six instruments are included for the implementation of the diagnosis, with discussion and analysis of the data. The second section deals with methods of improvement, and includes materials designed to provide the support needed for inservice training. The program consists of two separate parts: 1) the Simulation and Data Bank Packet, consisting of real-life data from COPED schools, and 2) the Problem Solving Packet, which guides faculty members in diagnosis, problem definition, and action design for their own situation. The material can be used with or without an outside consultant. The Simulation and Data Bank packet may involve the faculty in one or more brief sessions, while the Problem Solving Section could stimulate the development of a process that could extend for an entire year. Optional taped episodes are available for the simulation sections. (MBM)

ED 042 709

24

SP 004 155

Corley, Clifford L. Koch, Norman E.

Societal and Educational Projections, Appendix A. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—36p.

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87:M72/V2, Appendixes A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Cultural Factors, Curriculum Development, *Early Childhood Education, Educational Administration, Educational Objectives, *Elementary Education, *Elementary School Teachers, Government Role, Population Growth, *Preschool Education, *Program Planning, Technological Advancement, Urbanization

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

The purpose of this paper is to identify and describe background information and possible indicators for future planning of elementary education, as a prerequisite to planning realistic education programs for early childhood and elementary school teachers. Developments considered include population growth, changing cultural characteristics, continued urbanization, changes in governmental relationships, multiple-vocations and increased leisure, and the increasing accumulation of scientific and technical knowledge. An attempt is made to define broad, guideline trends in education, but with the realization that current and past innovations have not been readily accepted by educators. The major trends appear to be 1) educational population growth, including the increasing need for preschool and adult education; 2) educational goals and objectives, with a potential conflict between the technological and humanistic approach; 3) change in educational administration and organization, with pressures for greater centralization, and changes in the role of state departments of education; 4) changes in school organization, methodology, and curricular patterns; and 5) the effects on education of developments in educational technology, media, and materials. Much greater emphasis is predicted on preschool and childhood education, as an extension of the regular curriculum and organization. Related documents are SP 004 156 to SP 004 166. (MBM)

ED 042 710

24

SP 004 156

Sell, G. Roger

Societal and Educational Projections: Analysis and Implications, Appendix B. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—10p.

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87: M72/V2, Appendixes A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Communication Skills, Community Role, *Educational Objectives, *Elementary School Teachers, Family Role, Methodology, Personnel Needs, Resource Materials, Social Change, *Teacher Education, *Teacher Education Curriculum

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This paper describes some major implications of the ComField projections for the planning and evaluation of a teacher education program, under the following headings: 1) society's need for education; 2) education's response to society's needs; 3) emergent goals, curriculum, organization, and personnel roles; 4) the generic functions and training needed by educational personnel to operate effectively and efficiently within the emergent educational contexts. Other objectives requiring consideration are 1) the relationship between the individual and society; the processes of change, innovation, and adaptation; the needs for resource development and utilization; the relationship between history, culture, and social structure; the relationship between family and community life; the issue of how people govern themselves; and the relationship of these influences to education; 2) problem-solving capability through various methodologies and strategies; 3) the relationship between man and environment; 4) the capability to perceive and communicate effectively; and 5) accurate self-knowledge. The program objectives must provide

the direction and focus for the instructional experiences and management activities. The outcomes of the program will rest on the quality and interpretation of the objectives. Related documents are SP 004 155, and SP 004 157 to SP 004 166. (MBM)

ED 042 711 24 SP 004 157

Buck, James E.

Oregon Projections, Appendix C. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—17p.

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EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Audiovisual Instruction, Computers, Educational Planning, Educational Radio, Educational Television, *Elementary School Teachers, Library Services, *Local Issues, Population Growth, *Predictive Validity, Preschool Education, Report Cards, School Districts, School Organization, Teacher Aides, *Teacher Education, *Teacher Education Curriculum

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

The purpose of this report is to provide the ComField Project with realistic, current data for future Oregon elementary education contexts, which will serve as partial verification and support for the program, set procedure for future local predictions, and provide local projections for the Phase 2 final report. It covers nine general areas: 1) population, with the slower growth of elementary school population providing an opportunity to diagnose needs and implement new programs; 2) school district organization into larger units, with students attending more populous schools; 3) instructional organization, with teachers experimenting with various patterns to meet children's needs, interest, and desires; 4) instructional support, with increased use of aides, library services, audio-visual equipment, radio, television, computers, and packaged instruction; 5) report cards, with a move away from traditional cards to more personal methods; 6) planning time, with financial support for inservice and summer planning programs; 7) busing students, with a probable increase of existing programs; 8) pre-school education, with a need for state support for kindergartens; and 9) teacher education, with a need for new programs to effectively prepare students for the classrooms of tomorrow. Related documents are SP 004 155, SP 004 156 and SP 004 158 to SP 004 166. (MBM)

ED 042 712 24 SP 004 158

Broadbent, William A.

A Consideration of the Feasibility of Educational Objectives Commissions, Appendix D. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—23p.

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87: M72/V2, Appendixes A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Decision Making, Educational Objectives, Educational Planning, Educational Policy, Educational Problems, *Elementary School Teachers, Feasibility Studies, *Professional Associations, *Teacher Education, *Teacher Education Curriculum, Teacher Militancy, Unions

Identifiers—American Association of School Administrators, CETEM, *Comprehensive Elementary Teacher Education Models, Educational Policy Commission, Eight-State Report, NEA

This report, considering the feasibility and effectiveness of educational objectives commissions, begins with a brief survey of the early history of such commissions, and then considers in more detail the work of commissions since 1935, when the NEA and the American Association of School Administrators established the Educational Policy Commission to study national pedagogical problems and to set educational objectives. This commission was dissolved in 1968, as it was felt to be insufficiently flexible to meet urgent problems. The work of the Eight-State Project, begun in 1965 to explore the possibility of designing education for the future, is examined, as well as the educational policy centers at Syracuse University and the Stanford Research Institute in California. The growth of teacher militancy in recent years is seen as producing a shift in the sources of educational decision-making to the teachers' unions and away from the educational objectives commissions. The historical record of the commissions, the research literature on their effectiveness, and the growth of teacher unionism seem to support a cynical assessment of the future prospects of the commissions. Related documents are SP 004 155 to SP 004 157 and SP004 159 to SP 004 166. (MBM)

ED 042 713 24 SP 004 159

Farr, Helen L. K.

Coalitions, Negotiations and the ComField Model, Appendix E. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—42p.

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87: M72/V2, Appendixes A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Citizen Participation, *Collective Negotiation, *Elementary School Teachers, Federal Programs, *Interagency Cooperation, Management, Parochial Schools, Professional Associations, Public Schools, School Industry Relationship, Student Organizations, *Teacher Education, *Teacher Education Curriculum, Teacher Militancy, Unions

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

After defining the terms to be discussed (coalition and negotiation), this paper considers in detail some of the kinds of coalition most relevant to the ComField model. The kinds of coalitions include those in professional education, such as professional associations and consortia; nonprofessional coalitions of citizen groups and student groups; and mixed coalitions such as union and management, parochial and public schools, federally stimulated coalitions, multi-level educational coalitions, and public and private coalitions. Implications for the ComField model, which is to include college students, college faculty members, educational specialists, public school personnel, state and federal officers, parents, and other community members are examined. A survey of related literature is grouped around a set of topics, which include 1) New York City decentralization and the Ocean Hill-Brownsville strike of 1968; 2) politicians and education on the local and state levels; 3) professionalism and unionism; 4) black teachers; 5) community-based coalitions involving teacher education, high school students private schools, and alternative public schools; and 6) government-industry-university coalitions. Related documents are SP 004 155 to SP 004 158 and SP 004 160 to SP 004 166. (MBM)

ED 042 714 24 SP 004 160

A Summary of the Elements Involved in the Personalization Process, Appendix F. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—4p.

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87: M72/V2, Appendixes A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Educational Experience, *Educational Objectives, *Elementary School Teachers, *Individualized Programs, Relevance (Education), Self Concept, Student Participation, *Teacher Education, *Teacher Education Curriculum, Teaching Styles

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

The elements involved in the personalization of the program are summarized as follows: 1) Students will contribute meaningfully to its design and development, in cooperation with the college faculty, Teaching Research, and the schools. 2) Students will be able to negotiate a program which is relevant to them personally. 3) Students will be able to specify the objectives they are attempting to realize in demonstration situations, and to negotiate the settings within which competence is to be demonstrated, and the criteria by which judgment is to be made. 4) Students will be able to continuously assess the relevance of the objectives that have been negotiated, and the relevance of the educational experiences being pursued in relation to those objectives. 5) Students will be able to develop a minimal level of self-understanding as a basis against which to make such judgments. 6) Students will be able to develop an overall style of teaching that is in concert with their self-understanding. Related documents are SP 004 155 to SP 004 159 and SP 004 161 to SP 004 166. (MBM)

ED 042 715 24 SP 004 161

Further Definition and Examples of the Classes of Learning Experiences Found Within an Instructional System, Appendix G. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—2p.

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87: M72/V2, Appendixes A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Behavior Change, *Elementary School Teachers, Foundation Programs, *Instructional Programs, *Learning Experience, Orientation, Synthesis, Teacher Behavior, *Teacher Education, *Teacher Education Curriculum, Teacher Evaluation

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models, Flanders Classification System

The four classes of learning experience found in an instructional system are defined as 1) orienting experiences, which provide a set of referents essential to meaningful study, and which may take the form of direct observation of children or teachers in classrooms, observation of filmed models, etc., and which may be used at any level; 2) foundations experiences, which lead to the mastery of knowledge and skills required to demonstrate a criterion competency, an example being the ability to use the Flanders system for classifying teacher behavior; 3) synthesizing experiences, which provide for the combination of two or more of the skills and their application to the solution of problems in simulated situations; and (4) consolidating experiences, which provide practice in live classroom settings, the application of competencies already demonstrated in the laboratory, and the implementation and evaluation of instructional experience in terms of the pupils' behavioral change. Related documents are SP 004 155 to SP 004 160, and SP 004 162 to SP 004 166. (MBM)

ED 042 716 24 SP 004 162

Smith, Marilyn M. And Others

Getting Pupils to Use a Variety of Mental Operations, Appendix H. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)
Note—21p.

Available from—Supt. of Docs., Government
Printing Office, Washington, D.C. 20402
(HE5.87: M72/V2, Appendices A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Abstracting, *Cognitive Development, Divergent Thinking, *Effective Teaching, *Elementary School Teachers, Evaluative Thinking, Foundation Programs, Laboratory Training, Learning Experience, Learning Processes, Memory, Practicums, *Teacher Education, *Teacher Education Curriculum, Teacher Orientation

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

One competency to be demonstrated by future teachers in the OCE ComField program is defined in terms of their ability to bring about a wide range of cognitive responses on the part of pupils, indicating that the pupil is using a variety of mental operations, which include divergent thinking memory, evaluative thinking, and identifying common properties or abstracting. The program identifies conditions believed to influence the student's learning outcome as 1) instructional strategies; 2) situational variables; 3) learner characteristics; and 4) the content carried by the instructional strategies. Learning experiences are then designed to enable teachers to establish these conditions. The demonstration of competence under either laboratory or practicum conditions requires evidence that all of the conditions that influence the learning process in pupils can be put together in such a way that the outcomes desired for pupils can be achieved. The examples of learning experiences discusses include orienting experiences, foundation exercises, laboratory exercises, and practicum experiences. Related documents are SP 004 155 to SP 004 161 and SP 004 163 to SP 004 166.

ED 042 717 24 SP 004 163

Schalock, H. Del And Others

Notes on the Design and Development of Instructional Systems, Appendix I. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—15p.

Available from—Supt. of Docs., Government
Printing Office, Washington, D.C. 20402
(HE5.87: M72/V2, Appendices A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Behavioral Objectives, Cognitive Objectives, Educational Development, *Educational Objectives, *Effective Teaching, *Elementary School Teachers, Instructional Programs, Learning Experience, *Program Development, *Teacher Education, *Teacher Education Curriculum

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

Six specifications are described as factors influencing the form and content of instructional systems. They are 1) that the program shall develop teachers' ability to bring about selected objectives, and shall be judged effective to the extent that such competencies are realized; 2) that the ability to bring about selected objectives of the schools shall be demonstrated under both simulated and real-life educational settings; 3) that the teacher education program shall be derived systematically from the outcomes desired from the schools; 4) that instructional experiences shall occur within the context of an instructional system; 5) that the demonstration of mastery of the knowledge, skills, and sensitivities required for competence can be independent of situation, but the demonstration of competence must always be situation specific; 6) that each instructional system should be designed to maximize the personalization process. General steps to be followed in the design and development of instructional systems are outlined, and examples of some of the forms which learning experiences might assume are provided. Related documents are SP 004 155 to SP 004 162 and SP 004 164 to SP 004 166. (MBM)

ED 042 718 24 SP 004 164

A Summary of Orientation Meetings and Planning Exercises Conducted Within the OCE Coalition, Appendix J. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—3p.

Available from—Supt. of Docs., Government
Printing Office, Washington, D.C. 20402
(HE5.87: M72/V2, Appendices A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—College Administration, *Elementary School Teachers, *Feasibility Studies, Feedback, Orientation, Program Evaluation, *Program Planning, School Administration, *Teacher Education, *Teacher Education Curriculum

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This report summarizes the orientation meetings and the planning review sessions held with members of all the Oregon College of Education coalition constituencies. Three separate orientation meetings were held, one with staff and administrators from the public schools, one with staff and administrators from the college as a whole, and one with students majoring in elementary education. A series of meetings was also held with the faculty of the Department of Education and Psychology. The purpose was to familiarize participants with the basic characteristics of the program and the terminology used, to obtain corrective feedback on the work already done, and to prepare for the planning exercises. The planning exercises were intended to further clarify the program and to verify commitment to it, and to arrive at a collective judgment on its feasibility for the OCE coalition. The first session provided additional information on the program, obtained further feedback, and developed a general plan for the first year of implementation. The second session analyzed the 5-year plan and submitted findings and recommendations. A collective judgment was obtained by all those who would ultimately be affected by the project that the further development and implementation of the program was both feasible and desirable. Related documents are SP 004 165 to SP 004 166. (MEM)

ED 042 719 24 SP 004 165

Cole, R. D. Hamreus, D. G.

Cost Estimates by Program Mechanism, Appendix K. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0506

Pub Date Feb 70

Contract—OEC-0-9-470506-4039(010)

Note—42p.

Available from—Supt. of Docs., Government
Printing Office, Washington, D.C. 20402
(HE5.87: M72/V2, Appendices A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Elementary School Teachers, *Estimated Costs, *Feasibility Studies, *Program Costs, *Teacher Education, *Teacher Education Curriculum, Unit Costs

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This appendix presents the following tables of program component cost estimates: 1) instructional design and development; 2) instructional operations; 3) program management—policy creation and adoption, and policy and program execution; 4) program coordination—instructional objectives, adaptation, accommodation, and dissemination; 5) general support—data generation, information management, staff selection and development, and cost accounting. Each component estimate categorizes costs by personnel, equipment, material, and other, and contains footnotes explaining the basis for the estimate. Related documents are SP 004 155 to SP 004 164 and SP 004 166. (MBM)

ED 042 720 24 SP 004 166

Appendixes L-P. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.

Oregon Coll. of Education, Monmouth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0506

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Contract—OEC-0-9-470506-4039(010)

Note—42p.

Available from—Supt. of Docs., Government
Printing Office, Washington, D.C. 20402
(HE5.87: M72/V2, Appendices A-P, \$2.25)

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Accounting, Data Processing, Educational Objectives, Educational Research, *Elementary School Teachers, *Feasibility Studies, Information Systems, Instructional Design, Orientation, Policy Formation, Research and Development Centers, Research Projects, Staff Utilization, *Teacher Education, *Teacher Education Curriculum

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

Five appendixes make up this part of the final report on the elementary teacher education program. Appendix L is a summary chart of the orientation meetings, giving dates, locations, and participants. Appendix M is a listing of the seven school districts actively participating in the OCE coalition, with a brief description of their essential characteristics. Appendix N is a description of Teaching Research, which was established in 1960 as the research arm of the Oregon State System of Higher Education. It is located on the campus of Oregon College of Education, employs approximately 65 professional staff, and has become a highly sophisticated research and development agency, with diverse interests and capabilities. A listing of 27 current projects is included. Appendix O contains letters from five consortium institutions in support of state-wide implementation of the program. Appendix P gives detailed implementation schedules for program mechanisms over a period of 5 years. The mechanisms involved are instructional objectives, instructional operations, information management, data generation, cost accounting, staff selection and development, policy creation and adoption, program execution, adaptation, and accommodation. Related documents are SP 004 155 to SP 004 165. (MBM)

ED 042 721 24 SP 004 167

Dickson, George E.

The Feasibility of Educational Specifications for the Ohio Comprehensive Elementary Teacher Education Program. Phase II. Final Report.

Toledo Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0415

Pub Date 70

Contract—OEC-0-9-450415-4045(010)

Note—899p; Phase 2, Feasibility Study, CETEM

Available from—Supt. of Docs., Government
Printing Office, Washington, D.C. 20402
(HE5.87:OH3; \$6.25)

EDRS Price MF-\$3.50 HC-\$45.05

Descriptors—Administrative Personnel, Educational Specifications, Elementary School Teachers, Estimated Costs, Evaluation Methods, *Feasibility Studies, Inservice Teacher Education, *Models, Paraprofessional School Personnel, *Preservice Education, Program Costs, *Program Evaluation, *Teacher Education, Teacher Educator Education

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This study presents a detailed outline of costs and student and faculty time required for each specification in four different versions of the model program—from ideal to basic. Cost breakdowns are also given for six target populations: 1) preservice-pre-school and kindergarten teachers; 2) preservice-elementary teachers; 3) inservice teachers (all levels); 4) college and university personnel; 5) administrative personnel; 6) supportive personnel. These data tables comprise more than one half of the report. The report also contains a simulated program for the preservice population using the "basic" version of the model. It describes briefly the nature and cost requirements of the four different model versions

for inservice and supportive personnel. The final chapter gives a detailed description of the evaluation model developed. An appendix lists deletions, additions, and changes made in the specifications since the publication of the Phase I report (ED 025 457 and ED 025 456). Conclusions, based on potential 5-year cost considerations, are that the model is feasible in all respects, assuming that the "basic" version of the model is used for the preservice and supportive target populations and that each of these populations does not exceed 200. (RT)

ED 042 722 24 SP 004 171
Johnson, Charles E., Ed. Shearon, Gilbert F., Ed.

The Feasibility of the Georgia Educational Model for Teacher Preparation—Elementary. Volume I; Basic Report. Final Report.

Georgia Univ., Athens.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-9-0477

Pub Date Jan 70

Contract—OEC-0-9-200477-4043

Note—347p.; Phase 2, Feasibility study, CETEM Available from—Supt. of Documents, Government Printing Office, Washington, D.C. 20402 (Vol. 1, HE 5.87:G29/V.1, \$2.75)

EDRS Price MF-\$1.50 HC-\$17.45

Descriptors—Computer Programs, *Educational Development, *Elementary School Teachers, Evaluation Techniques, *Feasibility Studies, Learning Activities, Management Systems, Program Costs, *Program Development, Program Evaluation, *Teacher Education

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This first volume of a three-volume feasibility report on the Georgia model for elementary teacher education outlines the procedures used in conducting the study, and presents the theoretical considerations involved. The engineering strategy proposed for a 5-year development program is summarized, the essential characteristics of the program in relation to selected theoretical considerations are described, and the proposed implementation strategy is presented through a series of flow charts and timelines. Chapters 4, 5, and 6 briefly summarize the components of the subsystems, followed by the results of investigations designed to establish their feasibility, and the strategy proposed for the development of the subsystems is presented. Chapter 7 deals with economic feasibility, explaining how this was determined, summarizing the cost for development and sustained operation, and exploring the feasibility of development and operation costs. It also explores the possibility if the number of alternate paths for learning activities should be reduced, and investigates the cost of each phase of the program model independently. The conclusions of the study indicate that strategy presented is feasible provided that the necessary funds are made available. An appendix contains related data. (See also SP 004 182.) (MBM)

ED 042 723 24 SP 004 172
Weber, Wilford A.

A Study of the Feasibility of the Refined Syracuse University Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report.

Syracuse Univ., N.Y. School of Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.

Bureau No.—BR-9-0422

Pub Date Dec 69

Contract—OEC-0-9-20422-4041(010)

Note—365p.; Phase 2, Feasibility Studies, CETEM

Available from—Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE 5.87: SY8; \$3.00)

EDRS Price MF-\$1.50 HC-\$18.35

Descriptors—Educational Equipment, Educational Facilities, *Educational Specifications, *Elementary School Teachers, Estimated Costs, Facility Requirements, *Feasibility Studies, Interinstitutional Cooperation, *Models, Preservice Education, Program Costs, Simulation, *Teacher Education

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This study examined the financial, human, material, and organizational feasibility of developing and operating the Syracuse Model Elementary Teacher Education Program. (Phase I report is ED 026 301 and ED 026 302.) The study was conducted by the Syracuse University Protocooperative, an organization composed of four public schools, two Title III centers, a regional educational laboratory, a group of educational futurists, an educational industry, and the University. A major emphasis is on the detailing of costs associated with implementation of the program. Additional outputs from the study include a refinement of the model, descriptions of strategies dealing with various aspects of program implementation, detailed specifications regarding the personnel, material, and facility requirements of the program, some generalizations concerning exportability of the model, and a simulation package (described, but not included in this report) which allows potential adopters to face the problems of implementation. Major conclusions are: 1) The refined Model seems acceptable to the Protocooperative members and to the majority of teacher educators sampled. 2) Specifications of the program do not call for personnel, facilities, or materials which are unobtainable. 3) Program costs would be reasonable. 4) The Model Program is, in every sense, feasible. (Author/RT)

ED 042 724 24 SP 004 173

Victoria, J. James

An Investigation of Nonverbal Behavior of Student Teachers. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-042

Pub Date Apr 70

Grant—OEG-2-9-480042-1025(010)

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Affective Behavior, Art Education, Art Teachers, Behavior Patterns, *Classroom Observation Techniques, *Communication Skills, Data Analysis, Factor Analysis, *Nonverbal Communication, Pilot Projects, *Student Teachers, *Typology

The objective of this study is to develop a typology of nonverbal gestural communication behavior as evidenced by student teachers in art. An attempt is made to develop techniques for the systematic observation and analysis of such behavior. Data from a pilot study, and analysis of a video-recorded sample of 15 student teachers led to the development of a typology of seven categories of nonverbal behavior, and seven categories of terms descriptive of affective qualities. An instrument was constructed to measure the relation between student teachers' gestural behavior and reflected qualities within task-setting, demonstration, and evaluation contexts. As a test of validity, the researcher and six judges used the instrument in observing three student teachers. Analysis of the data was conducted to ascertain frequency of observations relative to patterns of gestural behavior and reflected qualities, and a factor analysis was used to ascertain the influence of the instrument and the extent of independence between the constructs. Evidence supports the proposition that the constructs provide a valid and reliable index of student teachers' qualitative gestural communication behavior, and that these might be applied to teachers in all fields of education. Further research is necessary to test the reliability of the instrument. (MBM)

ED 042 725 SP 004 175

The Professional Association Looks at its Role in Instruction. A Conference Report. (April 2-4, 1970).

National Education Association, Washington, D.C.

Pub Date Apr 70

Note—80p.

Available from—Publications-Sales Section, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 761-06254; \$1.25)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Collective Negotiation, *Curriculum Development, Differentiated Staffs, *Educational Improvement, Inservice Education, Interagency Cooperation, Leadership Responsi-

bility, *Negotiation Agreements, Personnel Policy, *Professional Associations, School Community Cooperation, *Teacher Associations

The report of the April 1970 NEA Conference on the teaching profession and instructional improvement focuses on the need for the professional association to become increasingly involved in the improvement of teaching and the curriculum. The conference objectives were 1) to identify the association's role in curriculum, instruction, and personnel development; 2) to identify what the association should attempt directly and what it should only influence; 3) to establish the characteristics of effective leadership; 4) to examine relationships with school boards, administration, students, and community organizations; 5) to study the use of professional negotiation in curriculum improvement; 6) to identify the processes to be used; and 7) to explore local, state, and national association relationships. The conference also focused on five guidelines, dealing with purposes, initiation, procedures, resources, and evaluation. The papers include an analysis of the implications of the conference; details of the Iowa state instructional improvement project; accounts of successful projects established by association in Scarsdale, N.Y., for inservice education, in Racine, Wisc., for differentiated staffing, in Delano and Palos Verdes, Cal., for curriculum development, and in Indianapolis, Ind., for community and study cooperation; and finally, the process of negotiation of instruction as experienced in Monterey, Cal., and Lansing, Mich. (MBM)

ED 042 726 SP 004 177

Chanin, Robert H.

Protecting Teacher Rights. A Summary of Constitutional Developments.

National Education Association, Washington, D.C.

Pub Date 70

Note—45p.

Available from—Publications-Sales, Section, National Education Association, 1201 Sixteenth St., N.W. Washington, D.C. 20036 (Stock No. 381-11938, \$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Freedom, *Civil Liberties, *Court Litigation, Federal Court Litigation, *Freedom of Speech, Legal Problems, Loyalty Oaths, *Public School Teachers, State Laws, Supreme Court Litigation, *Teacher Welfare

This document outlines the constitutional protections available to public school teachers as a result of recent court decisions based on the First Amendment and the due process and equal protection clauses of the Fourteenth Amendment. The first and largest section cites legal cases relating to First Amendment guarantees as applied to 1) out-of-class speech, 2) classroom speech, 3) personal appearance, 4) private life, 5) political activity, 6) civil rights activity, 7) organizational membership, 8) loyalty and other oaths. The second section describes legal cases relating to Fourteenth Amendment guarantees which protect teachers from dismissal for arbitrary or discriminatory reasons, and the third section reports legal cases relating to Fourteenth Amendment guarantees which protect teachers from dismissal without notice of the charges, a fair hearing, and related procedural safeguards. (RT)

ED 042 727 SP 004 178

Stocker, Joseph

Differentiated Staffing in Schools. A Review of Current Policies and Programs.

National School Public Relations Association, Washington, D.C.

Pub Date 70

Note—50p.

Available from—National School Public Relations Assn., 1201 16th Street, N.W. Washington, D.C. 20036 (*411-12754; \$4.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Differentiated Staffs, *Educational Improvement, *Educational Quality, Individualized Instruction, Merit Rating Programs, Senior Teacher Role, *Staff Utilization, Teacher Morale, Teacher Responsibility, Teacher Salaries, *Team Teaching

The first section of this special report defines differentiated staffing and gives the opposing points of view of supporters who believe that it is

needed to upgrade the quality of instruction, provide more individualized learning programs, and encourage good teachers to remain in the classroom, and of opponents who regard it as a form of merit pay. The need for the full participation of all the teaching staff in the design of the program is stressed, and some of the more common pitfalls and misunderstandings are outlined. Three profiles are included of school districts which have initiated differential staffing programs: 1) Temple City, Calif., where the successful organization of Oak Avenue Intermediate School is discussed in depth; 2) Cherry Creek, Colo., where three elementary schools have used differentiated staffing with varying success, where a junior high school staff is divided over the idea, which has not yet been implemented, and where the senior high school staff is strongly opposed to the idea; and 3) Kansas City, Mo., where a new elementary school and junior high school were designed and the staff selected for differentiated staffing, and where preliminary findings suggest that the programs are succeeding. A list of 28 school districts throughout the country gives brief descriptions of other differentiated staffing programs already functioning or in the planning stage. (MBM)

ED 042 728 24 SP 004 181

Johnson, Charles E., Ed. And Others
The Feasibility of the Georgia Educational Model for Teacher Preparation—Elementary. Volume II A & B. Technical Report.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR 9-0477

Pub Date Jan 70

Contract—OEC-0-9-200477-4043

Note—1,044p.; Phase 2, Feasibility study, CETEM

Available from—Supt. of Documents, Government Printing Office, Washington, D.C. 20402 (Vol. II A & B, HE 5.87-G29/V.2 A & B \$5.75)

EDRS Price MF-\$4.00 HC-\$52.30

Descriptors—Computer Programs, *Educational Development, *Elementary School Teachers, Evaluation Techniques, *Feasibility Studies, Learning Activities, Management Systems, Program Costs, *Program Development, Program Evaluation, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

The two sections of volume 2 of the Georgia feasibility study on elementary teacher education are intended for readers who wish for a detailed analysis of the study's activities and findings. The first section contains detailed PERT charts for the 5-year development strategy, activity lists, and the time data and time reports. The second section contains cost data and cost reports. Related documents are SP 004 171, the general report, and SP 004 182, job descriptions for the program. (MBM)

ED 042 729 24 SP 004 182

Johnson, Charles E., Ed. And Others
The Feasibility of the Georgia Educational Model for Teacher Preparation—Elementary. Volume III. Job Descriptions. Final Report.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR 9-0477

Pub Date Jan 70

Contract—OEC-0-9-200477-4043

Note—184p.; Phase 2, Feasibility study, CETEM

Available from—Supt. of Documents, Government Printing Office, Washington, D.C. 20402 (Vol. III, HE 5.87-G29/V.3, \$2.50)

EDRS Price MF-\$0.75 HC-\$9.30

Descriptors—Educational Development, *Elementary School Teachers, *Employment Qualifications, *Feasibility Studies, Job Analysis, Occupational Information, *Personnel Data, *Personnel Selection, *Teacher Education
Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

The third volume of the Georgia feasibility study on elementary teacher education provides information on the kinds of personnel required to develop and operate the model program. Detailed job descriptions are provided for 21 key positions and for 72 supporting positions. These should not be regarded as complete, but will require further

development as the program is implemented. Related documents are SP 004 171, the general report, and SP 004 181, detailed technical reports. (MBM)

ED 042 730 SP 004 183

Opportunities Abroad for Teachers, 1971-72.

Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 70

Note—36p.

Available from—Supt. of Doc., Gov't. Printing Office, Washington, D.C. 20402 (HE 5.214: 14047-72, \$0.20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Foreign Countries, Graduate Study, *Grants, Inservice Teacher Education, International Programs, Language Teachers, *Teacher Employment, *Teacher Exchange Programs, Teacher Seminars

The first half of this report describes the International Educational and Cultural Exchange Program and the organizations which administer it. These include the Board of Foreign Scholarships, the U.S. Department of State, and the U.S. Office of Education. It divides the arrangements for teaching abroad into three types—interchange positions (Canada and the United Kingdom), interchange positions (other countries), and one-way assignments—and outlines the terms of the awards—transportation, maintenance allowance, accompanying dependents, supplemental dollar grants, and taxation of awards. It also details eligibility requirements. The second half of the report lists by country grants available for 1971-72 teaching positions and for short-term seminars abroad. The last two pages list some other programs in international studies and institutions involved in this field. (RT)

ED 042 731 SP 004 197

Carr, William G., Ed.

Values and the Curriculum. A Report of the Fourth International Curriculum Conference. School for the 70's Auxiliary Series.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 70

Note—144p.

Available from—Publications-Sales Section, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 381-11936; \$3.75)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Development, *Development, Education, Ethical Instruction, Foreign Countries, Human Development, Personal Values, *School Role, Schools, *Values

This report (the fourth volume of the auxiliary series, "Schools for the 70's and Beyond") contains a 25-page synopsis of the conference, the texts of papers presented at the conference, and lists of participants. The papers, which take up the major portion of the document, are subsumed under three headings: 1) "Behaving and Believing," a paper by William F. O'Neill and the replies to it; 2) "Values and the Curriculum," a group of general session addresses; 3) "The Choices Before Us," speeches presented at a panel on curriculum reform. The speeches attempted to identify the values implicit in the educational systems of the three participating countries—England, Canada, and the United States, the process by which a human being acquires values, and the ways in which the school curriculum can be modified to include both implicit and explicit education in values. (Related documents in this series are ED 031 452, ED 037 405, ED 038 332, and SP 004 198.) (RT)

ED 042 732 SP 004 198

Pharis, William L. And Others

Decision Making and Schools for the 70's.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 70

Note—81p.

Available from—Publications-Sales Section, N.E.A., 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 381-11940, \$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Change Agents, *Decision Making, *Decision Making Skills, Developmental Psychology, Educational Psychology, *Evalu-

tion Techniques, Federal Legislation, Intelligence Tests, Merit Rating Programs, Political Influences, Professional Associations, Programmed Instruction, Remedial Reading Programs, Standardized Tests, Stimulus Devices, Student Motivation

The authors of this volume divide their consideration of decision-making into three major areas: 1) a step-by-step analysis for a systematic decision-making process that has widespread application; 2) an explicit description of the legal and extralegal components of the current decision-making structure; and 3) a review of some changing concepts of learning, content and process, and evaluation to illustrate the kinds of controversial questions that are demanding attention and decisions in schools across the country. The legal structure of education includes the federal government, the state, and the local school district, while the extralegal structure includes political pressure groups, formal organizations and informal influences which may come from individuals or groups working behind the scenes. The changing concepts of learning which are considered include new attitudes toward IQ tests, educational and developmental psychology, programmed instruction, the use of chemicals to stimulate learning, and student motivation. Other topics include remedial reading programs, standardized tests as a measure of student achievement, the planning, programming and budgeting system, merit pay, techniques to be used in evaluating teachers, and identification of those who should apply these techniques. (This is one of a series, "Schools for the 70's— and Beyond." Related documents are ED031 452, ED037 405, ED038 332 and SP004 197.) (MBM)

ED 042 733 SP 004 207

New Teachers: New Education. Student Impact Occasional Paper.

National Student Education Association, Washington, D.C.

Pub Date May 70

Note—31p.

Available from—Publications-Sales Section, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—American Indians, Cooperating Teachers, Cooperative Programs, *Educational Innovation, *Education Courses, Elementary School Teachers, Ethnic Groups, Inner City, *Internship Programs, Navaho, Student College Relationship, Student Participation, *Teacher Education, Teaching Experience

Nine innovative programs, using different kinds of internship, are described by the students taking part in them. The Elementary Education Intern Program at Brigham Young University uses gradual immersion in school activities rather than a sudden plunge. The Sausalito Teacher Education Project is an experimental on-site teacher preparation program sponsored by San Francisco State College to train teachers to be more effective in multi-ethnic, inner city classrooms. The University of Wisconsin at Milwaukee is developing a program to increase the responsibility and involvement of students. Northwestern University student teachers have been living and teaching at the Navajo Rough Rock Demonstration School in Arizona to gain insight into another culture. Excerpts from logs detail the experiences of two interns from Antioch-Putney Graduate School of Education in schools in Montgomery Co., Md., and Washington, D.C. At New Mexico State University a co-operative program in teacher education enabling students to learn on the job is now in its fifth year. In Kanawha Co., W. Va., seven colleges and universities cooperate with the school system in teacher education programs. The University of Washington's Tri-University Project has developed a prototype for elementary education, while Wayne State University prepares students for the inner city by giving them greater classroom responsibility. (MBM)

ED 042 734 24 SP 004 218

Postdoctoral Fellowship Program in Educational Research, September 1, 1968 to August 31, 1969. Final Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0775

Pub Date 70

Grant—OEG-0-8-980775-4657 (010)

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Computer Science, *Educational Research, *Fellowships, *Post Doctoral Education, *Research, Research Design, *Research Methodology, Statistical Analysis

The Postdoctoral Fellowship Program in Educational Research at the University of Pittsburgh afforded the opportunity for two selected participants to engage in intensive study which expanded their capabilities in the area of research methodology. In addition, the program provided them with extensive research experience. A plan for individual study was developed which included advanced work in educational statistics, research design, and computer applications. The actual research experiences were associated with research currently in progress in the Individually Prescribed Instruction Project and in the Learning Strategies Project. The seminars and course work which the participants selected were in the Department of Education Research and in Computer Science. Participants were Dr. William D. Hedges, chairman, Department of Curriculum and Instruction, University of Missouri, and Dr. Sigmund Tobias, professor of educational psychology, City University of New York. (A list of courses and seminars taken by each participant are included.) (Author/RT)

ED 042 735 24 SP 004 219

Grotelueschen, Arden D.

Postdoctoral Fellowship Program in Educational Research. Final Report.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Sep 69

Grant—OEG-0-8-980818-4659 (010)

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Adult Education, *Educational Research, *Fellowships, *Post Doctoral Education, *Research, *Research Methodology

A year of postdoctoral study included work in research methodology and in adult learning and instruction. Knowledge of research methodology was improved by course work in mathematics, mathematical statistics, experimental design, psychological scaling, logical, and philosophy of science. This knowledge was applied in the design of several studies of methods of teaching adults. Another activity was writing two proposals—one for the training of educational researchers, and another for the inservice professional training of adult education researchers. The postdoctoral year was felt to be a successful experience, primarily because of the attitude of the host institution and also because of previous intensive study of college mathematics. (RT)

ED 042 736 24 SP 004 220

Linn, Robert L.

Postdoctoral Fellowship Program in Educational Research, 1969-70. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0583

Pub Date 70

Grant—OEG-0-9-400583-4588 (010)

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Analysis of Variance, *Educational Research, *Fellowships, *Post Doctoral Education, *Statistical Analysis

This report gives a general outline of the postdoctoral fellowship program offered by the Educational Testing Service (ETS) and describes the specific program designed for Dr. William Wiersma, director of the Center for Educational Research and Services at the University of Toledo, who was the only fellow during 1969-70. In addition to attendance at the Distinguished Visiting Scholars Lecture Series and the Research Seminar Series, Dr. Wiersma worked closely with Dr. Charles E. Hall of the ETS in developing a multivariate analysis of variance computer program. (Appendixes contained a paper: "The Geometric Construct of Multivariate Analysis of Variance" by Wiersma and Hall and lists of speakers for the Distinguished Visiting Scholars Lecture Series and the Research Seminar Series.) (RT)

ED 042 737

24

SP 004 221

Crisp, Lloyd

USOE Postdoctoral Fellowship, 1968-69. Report.

Bureau No—BR-8-0881

Pub Date 70

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Activism, *Educational Research, *Effective Teaching, *Fellowships, Nonverbal Communication, *Post Doctoral Education, *Research, Student College Relationship

This report outlines the activities of the chairman of the Speech Department of San Francisco State College during the 1968-69 postdoctoral fellowship year. The year's study was divided between the Studies in Nonverbal Behavior Department of Langley Porter Neuropsychiatric Institute and the Education Policy Research Center of Stanford Research Institute. Work at the first location led to the design of a study exploring the differences between individuals in their ability to interpret facial displays of emotion. At the Educational Policy Research Center, the chairman was involved in studies of student protests in general and of the student and faculty strike at San Francisco College. He was also involved in research to identify factors related to teacher effectiveness. His conclusions are that the wide variety of experiences made possible through the postdoctoral fellowship year are beneficial in broadening a researcher's outlook. (RT)

ED 042 738 24 SP 004 222

Tamminen, A.W.

An Institute for the Training of Participants in the ES '70 Projects.

Minnesota Univ., Duluth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0522

Pub Date Apr 70

Grant—OEG-0-8-080522-3741 (010)

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Activity Units, *Behavioral Objectives, Films, *Inservice Teacher Education, Institutes (Training Programs), Secondary Education, Secondary School Teachers, *Sensitivity Training, *Simulation, *Teacher Attitudes

During the summer of 1968, a 6-week inservice training institute was held at Duluth, Minnesota, for 45 experienced teachers from 13 secondary schools throughout the United States. These schools are part of a 17-school ES '70 Network banded together for the purpose of developing innovative curricula for the 1970's. The purpose of the institute was to prepare the 45 teachers in the following areas: writing behavioral objectives and developing "learning packages" to attain these objectives; gaining skill in group dynamics and developing more self-understanding, openness, and ability to deal with affective phenomena; becoming acquainted with educational simulation; and gaining experience with a broadly-based humanities approach to learning. Significant gains were attained in measured ability to identify, evaluate, and develop behavioral objectives, and in measured attitudes toward teaching and students, in the direction of more acceptance and understanding of students. Subjective, open-ended evaluation by enrollees and generally positive toward the institute, but also somewhat critical of the humanities and educational simulation aspects of the program. Based on critique by enrollees, changes are recommended for future institutes, and a reunion followup is advised to permit further evaluation and sharing of transfer values and experiences. (Author/RT)

ED 042 739 24 SP 004 224

Scandura, Joseph M.

Postdoctoral Fellowship Program in Educational Research. Final Report.

Pennsylvania Univ., Philadelphia. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0819

Pub Date May 70

Grant—OEG-0-8-980819-4658 (010)

Note—133p.

Document Not Available from EDRS.

Descriptors—*Educational Research, *Fellowships, *Learning Processes, Learning Theories, Mathematical Linguistics, *Mathematics, *Post Doctoral Education, Textbook Preparation

The postdoctoral fellowship afforded an opportunity for the author to engage in an intensive year of training and research in structural learning at the University of Pennsylvania and Stanford University. The basic research goal was to clarify some of the fundamental problems involved in the teaching and learning of subject matters and the assessment of knowledge—both with the emphasis on mathematics. Results of the year's study include a textbook for teachers entitled "Mathematics: Concrete Behavioral Foundations for Teachers" and several monographs. (The major portion of the document consists of three monographs written during postdoctoral fellowship year: 1) "Deterministic Theorizing in Structural Learning: Three Levels of Empiricism"; 2) "The Role of Rules in Behavior: Toward An Operational Definition of What Rule Is Learned"; 3) "A Theory of Mathematical Knowledge: Can Rules Account for Creative Behavior?") [Due to poor quality of the original document, it is not available from EDRS, but may be obtained on loan from the Clearinghouse on Teacher Education.] (RT)

ED 042 740 24 SP 004 228

Walthev, John K.

A Public School Teacher as an Educational Change Agent. Final Report.

New Jersey State Dept. of Education, Trenton.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-071

Pub Date Aug 70

Grant—OEG-2-9-400071-1041

Note—155p.

EDRS Price MF-\$0.75 HC-\$7.85

Descriptors—Administrator Attitudes, *Change Agents, *Educational Innovation, *Grants, Information Dissemination, Parent Reaction, *Public School Teachers, Teacher Attitudes, Teacher Characteristics

The New Jersey Teacher Innovation Program, which gave minigrants (up to \$1,000) to classroom teachers to enable them to implement their innovative ideas, was examined by studying the group of teachers receiving minigrants in 1968-69, the first year of the program. Questionnaires sent to recipients and to administrators knowledgeable about the recipients' teaching sought information about the following: 1) selected demographic and professional characteristics of recipients, together with characteristics of the origin and development of their projects; 2) effects of the recipients' projects on themselves and on students, other teachers, administrators, parents, and school board members; 3) means of disseminating the results of projects. Data received from 86 of the 108 migrant recipients indicated that the major effect was on the recipients themselves in the form of professional satisfaction in being able to teach in ways which resulted in important behavioral changes in pupils. External effects, such as increased acceptance of innovative ideas by administrators and others, were moderate. The study also pinpointed a need for improved dissemination of information on the projects. (Appendixes contain the questionnaires sent to teachers and administrators and brief descriptions of the 1968-69 projects.) (RT)

TE

ED 042 741

TE 001 605

Leary, Lewis, Ed.

The Teacher and American Literature. Papers Presented at the 1964 Convention of the National Council of Teachers of English.

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.80

Descriptors—American Culture, *American Literature, Authors, Biographies, Childrens Books, Elementary School Curriculum, Literary Analysis, *Literary Criticism, *Literature Programs, Novels, Poetry, Short Stories

Eighteen papers on recent scholarship and its implications for school programs treat American ideas, novels, short stories, poetry, Emerson and Thoreau, Hawthorne and Melville, Whitman and Dickinson, Twain and Henry James, and Faulkner

and Hemingway. Authors are Edwin H. Cady, Edward J. Gordon, William Peden, Paul H. Krueger, Bernard Duffey, John A. Myers, Jr., Theodore Hornberger, J. N. Hook, Walter Harding, Betty Harrelson Porter, Arlin Turner, Robert E. Shafer, Edmund Reiss, Sister M. Judine, Howard W. Webb, Jr., Frank H. Townsend, Richard P. Adams, and John N. Terrey. In five additional papers, Willard Thorp and Alfred H. Grommon discuss the relationship of the teacher and curriculum to new approaches in American literature, while Dora V. Smith, Ruth A. French, and Charlemagne Rollins deal with the implications of American literature for elementary school programs and for children's reading. (MF)

ED 042 742 TE 001 609

Tyler, Priscilla, Ed.

Writers the Other Side of the Horizon: A Guide to Developing Literatures of the World.

National Council of Teachers of English, Champaign, Ill.

Pub Date 64

Note—61p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Authors, Cultural Images, *Cultural Interrelationships, Folk Culture, Legends, *Literary Influences, *Literature, Literature Appreciation, Local Color Writing, Mythology, Non English Speaking, Spanish American Literature, *Twentieth Century Literature, *World Literature

The processes by which man creates new literary forms is the focus of this book. Four articles concentrate on literary modes common to many societies, though written in different languages: (1) Robert A. Charles reviews Alaska's oral native folktales and the range of the contemporary writing scene in Alaska from professional authors to documentary journalists; (2) Harley D. Oberhelman compares the cowboy literature of North, Central, and South America; (3) Maurice D. Schmaier analyzes Patrick White's "Voss" as an example of a new chapter in Australian literature; and (4) Helen Topham describes a grass-roots theater developing in India. Four other articles are concerned with world literature written in English: (1) Leonard Casper finds a great range of literary achievements in the American-influenced Filipino-English literature; (2) Frederic G. Cassidy discusses the distinctive style and tone of West Indian literature; (3) Lucile Clifton illustrates how South African writers share the African image through symbols and choice of themes; and (4) Harold R. Collins reports on the Nigerians writing about the meeting and interaction of Western and native cultures. [Not available in hard copy due to marginal legibility of original document.] (JMC)

ED 042 743 TE 001 632

History of the English Language.

Regional Curriculum Project, Atlanta, Ga.

Pub Date Dec 68

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—American English, *Curriculum Guides, *Diachronic Linguistics, Elementary Education, *English, *English Curriculum, Ethnic Origins, Indo European Languages, Instructional Materials, Kindergarten, *Language, Language Classification, Language Usage, Middle English, Old English, Preschool Education, Secondary Education, Sequential Programs

This curriculum guide, developed for pre-kindergarten through grade 12 as part of the total English curriculum, is concerned with the English language as it is now known and as it evolved from its Indo-European roots. Materials include (1) an overview of the origin and development of the English language from Old English through middle English to modern English, (2) a design for teaching sequentially the underlying principle that the English language has changed drastically from its beginnings and is being changed now, (3) 23 items of selected knowledge to be grasped during the course of study, from the simplest concept of English as a member of a language family to the more complex concept, the historical and cultural influences contributing to language changes, and (4) recommended learning experiences, which at an elementary level provide such activities as hearing and discussing a recording and improvising a meeting between a Viking and an Englishman; on the junior high level, charting family trees and researching the Teu-

tonic Conquest; on the high school level, examining an example of modern English for its syntax and tracing word origins in "The Oxford English Dictionary." (JB)

ED 042 744 TE 001 638

Literature: Internal Forms.

Regional Curriculum Project, Atlanta, Ga.

Pub Date Dec 68

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Characterization (Literature), Comedy, *Curriculum Guides, Elementary Education, *English Curriculum, Instructional Materials, Irony, Kindergarten, *Literary Conventions, Literary Genres, *Literature, Medieval Romance, *Motifs, Narration, Preschool Education, Secondary Education, Sequential Programs, Tragedy

This curriculum guide in literature, developed as part of a total English curriculum for pre-kindergarten through grade 10, suggests that students can best understand literature by recognizing its internal forms (i.e., characteristics that recur in settings, characters, and narrative patterns). Materials cover (1) an overview for teachers on the significance of the recurrent narrative patterns of romance, irony, tragedy, comedy, and their variations, (2) a design for teaching these recurrent narrative patterns, grade by grade, (3) 33 items of selected knowledge to be taught during the course of study, from the plot pattern of the simplest folktale to the more complex narrative patterns, character types, and settings in literary works, and (4) proposed sequential learning experiences, which at the elementary level include such activities as the telling, dramatizing, and writing of real and imagined experiences; at the junior high level, the understanding of the tragic setting in "The Song of Roland"; and at the senior high level, the discussion and dramatization of the central events in "By the Waters of Babylon." (See also TE 001 639.) (JB)

ED 042 745 TE 001 639

Literature: External Forms.

Regional Curriculum Project, Atlanta, Ga.

Pub Date Dec 68

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Composition (Literary), *Curriculum Guides, Drama, Elementary Education, *English Curriculum, Instructional Materials, Kindergarten, Language Rhythm, Literary Conventions, *Literary Genres, *Literature, Lyric Poetry, Narration, Novels, Poetry, Preschool Education, Secondary Education, Sequential Programs, Short Stories

This curriculum guide, developed as part of a total English curriculum for pre-kindergarten through grade 10, suggests that students can best understand literature by understanding its recurring external forms or genres, and includes (1) an overview describing the four literary genres of drama, narrative poetry, narrative fiction, and lyric poetry in terms of the ways in which works are presented, (2) 35 items of selected knowledge to be taught sequentially, from the simplest roles that characters perform in a dramatic action to the more complex aspects of the historical development of a culture's lyric poetry, and (3) proposed sequential learning experiences, which at the elementary level include such activities as children hearing, studying, and dramatizing a narrative poem; at the junior high level, students composing lyric poems after hearing patterns of sound in the poems of Robert Frost, James Joyce, and Carl Sandburg; and at the senior high level, students learning to perceive relationships between author, characters' actions, and the audience in Sophocles' "Antigone" or in Cervantes' "Don Quixote." (See also TE 001 638.) (JB)

ED 042 746 TE 001 916

Vaughn, Mary Beth

Film-In: A Study of the Movies, A Resource Unit.

Project Impact, Council Bluffs, Iowa.

Pub Date Jun 69

Note—57p.

Available from—Project Impact, 207 Scott, Council Bluffs, Iowa 51501 (\$1.00)

Document Not Available from EDRS.

Descriptors—Aggression, Analytical Criticism, Cultural Awareness, *Films, *Film Study, Mass Media, Modern History, Nuclear Warfare,

Photography, Resource Materials, Secondary Education, Sound Effects, *Teaching Techniques, Thematic Approach

This resource guide to films contains four study units for high school students dealing with (1) reasons for film popularity—involution; (2) film language—visual, motion, sound; (3) thematic study—a perspective on war; (4) film criticism—sensitivity and awareness. Each unit provides suggestions for length of study, purposes, descriptions of films and readings, discussion questions, project ideas, and background information for teachers. Information about suggested films, addresses of film distributors, national film organizations, major university film libraries, periodicals, and bibliographic materials is appended. (MF)

ED 042 747 TE 001 952

Barone, Frank

Communication Arts: Individualization through Curriculum, Content, and the Small Group.

California Association of Teachers of English, Redlands.

Pub Date Oct 69

Note—4p.

Journal Cit—California English Journal; v5 n3 p27-30 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Curriculum Design, English Instruction, *English Programs, *Flexible Scheduling, Group Discussion, High School Curriculum, *Individualized Curriculum, *Language Arts, Listening, Secondary Education, *Self Directed Groups

Efforts to individualize the secondary school English curriculum (Poway High School, California) have led to the development of a program of approximately 20 non-graded courses in literature, language, and composition which allows students to choose their own courses and to make decisions about content, structure, and methods of evaluation in a personalized learning environment. Small student-centered discussion groups, flexible scheduling, and an open curriculum with no pre-set list of requirements place the students at the center of the learning experience and develop their listening, speaking, reading, writing, and thinking skills. The teacher becomes a resource person who guides individualized learning and promotes communication. (JM)

ED 042 748 TE 001 967

Wasserman, Susan

Raising the English Language Proficiency of Mexican American Children in the Primary Grades.

California Association of Teachers of English, Redlands.

Pub Date Apr 70

Note—6p.

Journal Cit—California English Journal; v6 n2 p22-7 Apr 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Bilingual Education, Composition Skills (Literary), Disadvantaged Youth, *English (Second Language), English Programs, Fables, Folklore Books, Group Activities, *Language Development, Language Handicaps, *Language Proficiency, Literature, *Mexican Americans, Oral Communication, *Primary Education

Bilingual education projects utilizing various literary genres—fables, folk, and animal tales—as the stimuli for written and oral English activities have aided Mexican-American children in overcoming English language handicaps. During the three summers such an English program was undertaken with children from a Mexican-American disadvantaged area, it was observed that (1) these children need many oral and written language experiences; (2) a flexible, creative climate within a structured language program produces maximum learning; (3) literature provides an appealing basis on which children can build their understanding of the language; (4) oral-aural opportunities help children to internalize the English language; and (5) children's ready recognition of story structure stimulates their improvisations which increase their communication skills. (JMC)

ED 042 749 TE 001 969

Guidelines for Secondary English Programs.

Jefferson County Public Schools, Lakewood, Colo.

Pub Date [70]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Composition (Literary), Core Courses, *Course Descriptions, Degree Requirements, *Educational Objectives, *Elective Subjects, English Instruction, *English Programs, Language, *Language Arts, Listening Skills, Literature, Reading Instruction, Speech

Included in this document are (1) guidelines for elective secondary English programs which provide class designs for reading, writing, listening, speaking, and language instruction; (2) objectives and guiding principles for language arts instruction, K-12; (3) the Jefferson High School Language Arts elective program philosophy and requirements in four basic areas—literature, composition, language, and speech; and (4) the English requirements, policies, and course descriptions for the sophomore, junior, and senior years. (JMC)

ED 042 750 24 TE 001 978
Golub, Lester S. Frederick, Wayne C.

Written Language. Papers Presented at the Annual Meeting of the American Educational Research Association (Minneapolis, March 2-6, 1970).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0216

Pub Date 70

Contract—OEC-5-10-154

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Composition (Literary), *Discourse Analysis, *Elementary Education, Graphemes, Intermediate Grades, *Language Research, Linguistic Competence, Linguistic Patterns, *Linguistic Performance, Linguistics, Phonemes, Pictorial Stimuli, Sentence Structure, Spelling, Stimulus Devices, Syntax, *Writing

Three papers, based on a study done with 160 Wisconsin fourth- and sixth-graders, are presented in an attempt to contribute to the psycholinguistic information needed in developing elementary English language learning programs. The first paper, "A Linguistic Ability Test for Elementary Grades," discusses a written test made up of 15 linguistic tasks which measure linguistic ability objectively and relate these to written discourse. The second paper compares and analyzes differences in discourse when children are asked to respond to pictorial stimuli ranked from concrete to abstract and are given preliminary instructions which vary. The third paper, based on the writing samples obtained from the pictorial-stimuli situation, describes the lexical and syntactic linguistic deviations made by the subjects. The data and linguistic variables are tabulated in the appendix. (JM)

ED 042 751 TE 001 986
Education for Intercultural Relations (Grades K-12).

Evansville-Vanderburgh School Corp., Ind.

Pub Date 68

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—Art, Audiovisual Aids, Cultural Education, *Curriculum Guides, Elementary Education, *Instructional Materials, *Intercultural Programs, Language Arts, Mathematics, Music, *Negro Culture, *Negro Literature, Physical Education, Racial Integration, Sciences, Secondary Education, Social Studies, Teaching Techniques

By emphasizing the contributions of Negroes to the culture of the United States, this K-12 curriculum guide seeks to point out the fallacies which hinder the development of intercultural and interracial education and, simultaneously, to foster racial and cultural understanding in a desegregated school system. Materials include (1) suggestions for such all school activities as assemblies, publications, student exchanges, and faculty and parent orientation programs; (2) suggested teaching and learning activities for grades K-6, and (3) language arts, social studies, mathematics, science, art, music, and physical education activities for grades 7-12. Included are a professional bibliography and lists of audiovisual materials, suggested readings in Negro literature, and display ideas. (JM)

ED 042 752 TE 001 989
Klein, Marvin L.
An Approach to Curriculum Design in Language Arts.

Wisconsin Council of Teachers of English.

Pub Date Oct 69

Note—8p.

Journal Cit—Wisconsin English Journal; v12 n1 p35-42 Oct 1969

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Composition (Literary), *Conceptual Schemes, *Curriculum Design, *English Curriculum, Grade 7, Grade 12, *Language, *Language Arts, Literature, Rhetoric, Secondary Education, Symbolic Language

If language arts programs are not to be a hodge-podge, a concerted effort must be made to find common concepts about language which might be the framework for the discipline called "English." Such factors as the contributions of various disciplines to the language arts, the influence of modern learning theory on curriculum design, and the relationship between the development of electronic communication and the continued existence of the written word have to be considered and incorporated in any effective curriculum design. As part of the conceptual approach, consider the fact that language is an arbitrary system, a learned system, a system subject to cultural change, a describable system, a tool for communication, and an art form. (Included are diagrams of two conceptual hierarchies, and two sample units—one for grade 7 or 8 on syntax, and one for college bound seniors on Joseph Conrad's "The Lagoon"—which demonstrate ways in which conceptual structuring can be utilized.) (DD)

ED 042 753 TE 001 994

Smith, Raymond G.

Speech-Communication: Theory and Models.

Pub Date 70

Note—230p.

Available from—Harper & Row, Publishers, Inc., 49 East 33rd St., New York, New York 10016 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Cognitive Measurement, *Communication (Thought Transfer), Information Theory, *Language Research, Models, Perception, Persuasive Discourse, *Speech, Symbolic Learning

This volume, designed for advanced undergraduate and graduate students, addresses the research needs of behavioral scientists interested in various facets of speech-communication and provides a theoretical point of departure for investigating speech as a behavioral science. Chapters 1-7 provide the background and strategy for the formulation of the theoretical statement of the book by presenting an overview of scientific inquiry, examples of research models, types of cognitive structures, and the symbols and various existing theories used in speech communication research. In an attempt to add a new dimension to this area, chapters 8-13 explore the correspondence between speech-communication and behavioral science by presenting various hypotheses, models, and experiments. An extensive bibliography on language, communication, learning theory, and measurement is included. (JM)

ED 042 754 TE 001 995

Sheratsky, Rodney E.

Film: The Reality of Being.

New Jersey Association of Teachers of English, Newark.

Pub Date Apr 69

Note—13p.; An address delivered to the New Jersey Assn. of Teachers of English (Fall Conference, Sept. 1967)

Available from—National Council of Teachers of English, 508 South Sixth St., Champaign, Ill. 61820 (Stock No. 44909, \$1.00 prepaid)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Cultural Background, Cultural Enrichment, *Curriculum Development, Effective Teaching, Films, *Film Study, *Mass Media, *Secondary Education, *Teaching Methods, Visual Environment

The visual media, particularly film, has challenged today's educators by competing for students' time and interests and by providing a relevancy that books designed for school use do not have. Using film study to combat the supposed immorality of theatrical films and employing instructional film to transmit information has provided a negative precedent for the methodolo-

gy of film teaching. To combat this, only qualified, well-prepared teachers should teach film, study guides should be avoided in that they tend to be literary rather than cinematic, students should be taught to perceive what is in the film rather than to apply arbitrary standards, and both the artistic expression of film and the blunt economic facts of the film industry must be presented. Using the visual media in this way gives students the tools necessary for visual literacy and constitutes a new and vital challenge to educational philosophy and practice. (JM)

ED 042 755 TE 001 998

Greenbaum, Leonard A. Schmerl, Rudolf B.

Course X: A Left Field Guide to Freshman English.

Pub Date Apr 70

Note—224p.

Available from—J.B. Lippincott Company, East Washington Square, Philadelphia, Pa. 19105 (\$2.45 paperback)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Classroom Participation, College Administration, College Faculty, *College Freshmen, College Instruction, College Students, *Composition (Literary), Conferences, English Departments, *English Instruction, Expository Writing, Student Attitudes, Student Teacher Relationship, Teaching Assistants, *Teamwork

Part I of this book attempts to provide students with an understanding of the "academic enterprise" as a whole, and specifically the structures, people, money, myths and practices which create that peculiar enterprise known as freshman English, an experience through which the majority of college students must pass. Part II offers students a methodology of survival and change: by suggesting a process of "team learning" in the three major aspects of freshman English—the classroom, the paper, and the conference, it offers a way of learning how to write outside of an imposed system and a guide to developing the ability to teach one's self and to aid in the education of fellow students. (MF)

ED 042 756 24 TE 002 000

Williams, Frederick And Others

Semantic Differential Scaling of Audiovisual Recordings of Children's Speech Samples. Technical Report.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0336

Pub Date Jul 70

Grant—OEG-0-70-2868(508)

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Anglo Americans, Cultural Background, Culture Conflict, *Discourse Analysis, *Educational Research, Ethnic Grouping, *Ethnic Stereotypes, Language Research, Mexican Americans, Negroes, Predictive Validity, Rating Scales, Social Dialects, Socioeconomic Status, *Speech, Speech Evaluation, Student Evaluation, *Teacher Attitudes

The purpose of this study was to determine whether the two judgmental factors of "confidence-eagerness" and "ethnicity-nonstandardness" (previously identified from teachers' semantic differential evaluations of audio-taped samples of children's speech) would still be found when samples were presented in an audiovisual mode and whether these factors were pertinent to the differentiation of ethnic and social status. A set of 2-minute video-tapes made from interviews with six 11 and 12 year old boys from six ethno-status groups—Black middle and lower, Mexican-American middle and lower, and Anglo middle and lower—was presented as test stimuli to 102 undergraduate female Anglos who were asked to respond to a 59-item semantic differential scale. Some of the subjects were asked to respond to the audio mode, others to the video mode, and the rest to complete audio-visual conditions. Their responses implied that the two-factor model of confidence-eagerness and ethnicity-nonstandardness can be used in video-taped studies of children's speech. (Included are tabulations of adjectival pairs in the 59-item semantic instrument, subjects' responses to a semantic differential scale, and results of the two-factor analyses of confidence-eagerness and ethnicity-

nonstandardness.) See also TE 002 001 and TE 002 002. (JM)

ED 042 757 24 TE 002 001

Williams, Frederick And Others
Latency of Teachers' Semantic Differential Ratings of Children's Speech. Technical Report.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0336

Pub Date Aug 70

Grant—OEG-0-70-2868(508)

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Culture Conflict, Discourse Analysis, Educational Research, Ethnic Grouping, *Ethnic Stereotypes, Expectation, *Rating Scales, *Reaction Time, Socioeconomic Status, *Speech, Speech Evaluation, Student Evaluation, *Teacher Attitudes

The aim of this study was to assess the length of latencies or reaction times that it took for 15 teachers and prospective teachers to judge the degree of "ethnic-nonstandardness" or "confidence-eagerness" in a child's speech. A set of 2-minute video-tapes made from interviews with six 11 and 12 year old boys from six ethnic-status groups—Black middle and lower, Mexican-American middle and lower, and Anglo middle and lower—was shown to the subjects, who were asked, as they watched the tapes, to signal the duration of time necessary to mark 15 scale cards and sequence them in any order they felt to be valid. Time lapses in the sequencing of the cards and the amount of viewing time relative to each scale completion were then recorded and tabulated. It was found that it took an average of 1 and one-half minutes to rate a child's speech as either "ethnic-nonstandard" or "confidence-eager." (See also TE 002 000 and TE 002 002.) (JM)

ED 042 758 24 TE 002 002

Williams, Frederick And Others

Correspondence between Semantic Differential Ratings of Children's Speech and Speech Anticipated upon the Basis of Stereotype. Technical Report.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0336

Pub Date Aug 70

Grant—OEG-0-70-2868(508)

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Culture Conflict, Discourse Analysis, Educational Research, *Ethnic Stereotypes, Evaluation Criteria, *Expectation, Predictive Validity, Rating Scales, *Socioeconomic Status, *Speech, Speech Evaluation, *Teacher Attitudes

In this study, the judgmental ratings that 15 teacher-subjects made of the two-factors of "confidence-eagerness" and "ethnicity-nonstandardness" in children's speech are compared to their presumptions of the speech behavior expected from children from certain ethnic and social status groups. In a pre- and post-test experiment using written stereotyped descriptions of ethnic and social status, the teacher subjects were asked to predict the speech performance of children from six ethnic-status groups—Black middle and lower, Mexican-American middle and lower, and Anglo middle and lower. The results of these ratings were then compared to the subject's ratings on a semantic differential scaling of the video-taped speech of six 11 and 12 year old boys from these six ethnic-status groups. (See TE 002 000 and TE 002 001.) Although some deviations were found, the subject's ratings of both the stereotyped descriptions and the video-taped speech samples corresponded closely to each other. (Tables include the scales used to index the two-factor model, ethnic-status stereotype descriptions, and graphic representations of the ratings of confidence-eagerness and ethnicity-nonstandardness.) (JM)

ED 042 759 TE 002 003

Bordan, Sylvia Diane

Plays as Teaching Tools in the Elementary School.

Pub Date 70

Note—249p.

Available from—Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 (\$7.95)

Document Not Available from EDRS.

Descriptors—Average Students, Behavior Development, Choral Speaking, Class Activities, *Creative Dramatics, Creativity, Drama, Elementary Education, *English Instruction, *Playwriting, Reading Programs, Retarded Readers, Self Expression, Slow Learners, *Student Motivation, Superior Students, Teaching Techniques, Vocabulary Development

Shared creative involvement in playwriting is the focus of this book which presents seven sample plays and suggests techniques for motivating and guiding children in classroom playwriting. Included are (1) a discussion of the general benefits derived by all kinds of students from participation in playwriting, plus specific guidelines for developing original plays; (2) models of two original social studies plays and general teaching methods for average, superior, and slow classes; (3) details of procedures involved in the creation of three original plays with retarded readers, emphasizing the play as a dramatic device, as a vocabulary builder, and as motivation in developing a reading program; and (4) a discussion of methods utilized in the creation of two original plays with superior classes, using choral speaking for motivating self-expression and an historical theme for motivating further reading in history and classical literature. (JMC)

ED 042 760 TE 002 004

Slay, Alan Lee

A Comparison of the Effectiveness of Programmed, Handbook, and Non-Formalized Grammar Instruction in Remedial College Freshman English Composition.

Pub Date 68

Note—85p.; Ph.D. Dissertation, St. Louis University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-16,048, MF \$3.00, Xerography \$4.40)

Document Not Available from EDRS.

Descriptors—*College Freshmen, College Instruction, Composition Skills (Literary), Discussion (Teaching Technique), *English Instruction, *Grammar, Programmed Texts, *Remedial Instruction, Student Writing Models, *Teaching Techniques, Textbooks, Traditional Grammar

To compare the results of three different methods of grammar instruction in remedial freshman English, three groups of 16 students each—matched on SCAT total raw score, age, and sex—were used as subjects. The approaches used were (1) formal instruction based on a traditional grammar textbook—control group; (2) discussion of the class' writing as viewed on an overhead projector, without formal grammar instruction—first experimental group; and (3) use of a programmed grammar textbook for formal grammar instruction—second experimental group. Although all three groups made some progress during the semester, results showed no statistically significant differences in writing skills among them, indicating that the three methods were equally successful. The study also pointed out the need for better instruments for measuring writing skills, especially for the 2-year college. (Author/JMC)

ED 042 761 TE 002 005

English Curriculum, Naples High, 69-70.

Collier County Schools, Naples, Fla.

Pub Date 70

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Class Activities, *Composition (Literary), *Curriculum Guides, Debate, Drama, *Elective Subjects, Films, Journalism, *Language Arts, Listening Skills, *Literature, Nongraded System, Novels, Phonograph Records, Poetry, Reading Skills, Speech Skills, Thematic Approach

This curriculum guide for elective, non-graded English courses contains general objectives in literature, composition, language, listening, and speaking as well as recommending texts, activities, and recordings for each of 37 courses offered in such diverse areas of study as Utopian Literature, Mythology, Poetry Analysis, Development of the Drama, Journalism, and Argumentation and Debate. Also included in the guide are specific objectives, booklists, and suggested films for seven "focus" courses (e.g., the outdoors,

mechanics, teen problems, and adventure and travel). A glossary of literary terms and information regarding book selection procedures are provided. (MF)

ED 042 762 TE 002 006

Crabb, Alfred L., Jr.

Notes on Teaching Poetry.

Kentucky Council of Teachers of English, Louisville.

Pub Date 69

Note—6p.

Journal Cit—Kentucky English Bulletin; v19 n1 p10-15 F 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Grammar, Interpretive Reading, Language Patterns, *Literature Appreciation, *Poetry, Punctuation, Secondary Education, Sentence Structure, *Teaching Techniques, Twentieth Century Literature

The teacher can stimulate an appreciation of poetry in his students by selecting, reading aloud, and discussing only those poems to which he himself responds strongly. He can also develop students' enjoyment of poetry by encouraging them to bring in their own poetic discoveries and by alerting them to the many possible interpretations of a poem. Finally, by combining grammar and poetry, the teacher can give students new tools for the interpretation of poetry while instructing them in pronoun antecedents, inversions of sentence pattern, parallelism and subordination signals, punctuation, grammatical positions, and neologisms. (DD)

ED 042 763 TE 002 007

Nichols, Shirley

Pupil Motivation: A Rewarding Experience.

Maryland Univ., College Park.

Pub Date 70

Note—6p.

Journal Cit—Maryland English Journal; v8 n2 p36-41 Spr 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Academic Achievement, *Behavior Change, Grade 8, Learning Motivation, Positive Reinforcement, Program Effectiveness, *Reinforcers, Rewards, Secondary Education, *Slow Learners, *Student Motivation, Success Factors, Teaching Techniques, *Writing Skills

To motivate slow learners and discipline-problem pupils to improve their writing skills, a reinforcement program was developed in Baltimore, Maryland, modeled on an earlier program which created a school environment operated like the business world. Upon successful completion of assigned tasks, the experimental group, 24 eighth graders, were given points in the form of currency, exchangeable for sweets or special privileges. To encourage students to seek more abstract goals, a progress chart served as a secondary reinforcer, motivating students to seek success itself instead of concrete rewards. The success of the experiment was measured through group and individual comparisons with two control groups, one of slow learners and the other of low-regular learners. As measured through objective testing as well as through the teachers' subjective assessments of their subjects' overt classroom behavior, the experimental group made superior progress in writing skills while acquiring independence and a willingness to attempt the unknown. The experiment indicated that a systematic program of concrete reinforcement is practical and effective in changing the learning styles and behaviors of previously unmotivated students. (DD)

ED 042 764 TE 002 008

Moran, Mary S., Ed.

Teaching General Semantics: A Collection of Lesson Plans for College and Adult Classes.

International Society for General Semantics, San Francisco, Calif.

Pub Date 69

Note—142p.

Available from—International Society for General Semantics, P. O. Box 2469, San Francisco, Calif. 94126 (\$3.00 members, \$3.50 non-members)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, *Adult Education, *College Instruction, Cultural Factors, Descriptive Linguistics, Identification, Instructional Materials, Language Classification, Language Role, *Lesson Plans, Listening, Literature, *Management Education, Perception,

***Semantics, Teaching Methods, Verbal Communication**
Lectures, outlines, and class exercises are collected from 16 experienced teachers of general semantics in colleges, adult education, and management training. Among the subject areas explored in the sample lessons are high-level abstractions, extensional-intensional meanings, the "is" of identity, listening, classification, labeling, general semantics and literature, inference-observation confusions, general semantics for the manager, language and culture, and relation of perception to verbal meaning, and the application of general semantics to reaction patterns. (JMC)

ED 042 765 TE 002 009

Cook, Elizabeth

The Ordinary and the Fabulous: An Introduction to Myths, Legends, and Fairy Tales for Teachers and Storytellers.

Pub Date 69

Note—152p.

Available from—Cambridge University Press, American Branch, 32 East 57th St., New York, New York 10022 (\$5.95 cloth, \$1.95 paper)

Document Not Available from EDRS.

Descriptors—Childhood Interests, *Childrens Books, Classical Literature, Fables, *Legends, *Literature Appreciation, Medieval Literature, Medieval Romance, *Mythology, Old English Literature, Story Reading, Story Telling, *Tales, Teaching Methods

Written for teachers, librarians, students, parents, and other storytellers, this book emphasizes the value and enchantment which children can find in the fabulous stories of four main European traditions—Greek myths and legends, Northern myths and legends, Arthurian Romances, and fairy tales. The four chapters contain (1) discussions of myths, legends, and fairy tales in the lives of children—past and present fashions, significances and values, and children's likes and dislikes; (2) comments on selections from these stories for ages eight to 14; (3) suggestions for presentation and creation of stories in the classroom with consideration given to names, visual images, historical setting, words, colors, shapes, and movements; and (4) explorations of the language and temper of storytelling: a critical examination of seven crucial scenes described in children's books and in translations of original sources. Also provided is a classified annotated list of children's books, and some books recommended for the storyteller. (JMC)

ED 042 766 TE 002 010

Donelson, Kenneth L., Ed.

Research and Experiments in English Teaching.

Arizona English Teachers Association, Tempe.

Pub Date Apr 70

Note—57p.

Journal Cit—Arizona English Bulletin; v12 n3 p1-55 Apr 1970

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Composition (Literary), *Composition Skills (Literary), *Educational Research, *English Instruction, Language, Reading Habits, *Reading Interests, Reading Research, Research Needs, Secondary Education, Student Motivation, Teacher Evaluation, Teacher Improvement

The five studies reported in this journal were undertaken by classroom English teachers to encourage teachers to conduct and read educational research, and to generate curiosity about recent research in the teaching of English. Articles are (1) "Can Teachers Ignore Mechanical Errors in Composition?"; (2) "What Do Freshmen and Sophomores Like to Read?"; (3) "The Writer's Audience: What Is Its Effect on Quality of Student Composition?"; (4) "What Is the Relationship between the Amount of Reading and the Quality of Writing by Tenth Grade Boys?"; and (5) "Does Student Revision of Composition Really Pay Off?"; A concluding discussion, on whether English teachers can conduct research, reviews experiments in language, composition, literature, and English teacher performance. Included is a bibliography of articles and books on research and experiments in English teaching. (JMC)

ED 042 767 TE 002 011

Minority Groups: A Bibliography and Supplement.

Utah State Board of Education, Salt Lake City.

Pub Date 68

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—*Annotated Bibliographies, Anti-Semitism, Civil Rights, Discriminatory Attitudes (Social), Elementary Education, Films, *Immigrants, *Minority Groups, Negro Culture, *Negroes, Negro History, *Negro Literature, Phonograph Records, Resources, Secondary Education

The books, films, recordings, song books, and additional sources recommended in this annotated bibliography and supplement on minority groups are listed in sections intended for general reference, elementary students, secondary students, and teacher reference. Although the preponderance of sources deal with the history and culture of the American black (i.e., 110 secondary books from the series "The American Negro: His History and Literature"), the elementary section includes most minority groups and the secondary section cites 42 volumes from "The American Immigration Collection." Also included are books on constitutional rights, the nature of prejudice, teaching the disadvantaged, and Anti-Semitism. (MF)

ED 042 768 TE 002 012

Dunning, Stephen

Teaching Literature to Adolescents: Short Stories.

Pub Date 68

Note—161p.

Available from—Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, Ill. 60025 (\$2.25)

Document Not Available from EDRS.

Descriptors—Characterization (Literature), English Instruction, Library Materials, *Literary Analysis, Literary Conventions, Literary Styles, *Literature, Literature Appreciation, Local Color Writing, *Short Stories, Teaching Methods, *Teaching Techniques

Intended for teachers-to-be at the undergraduate level as well as for teachers with experience, this book presents the premise that the short story—with its appropriate length and natural interest for students—is a unique teaching vehicle. Five parts comprise the volume: Part I discusses four teaching principles illustrated by actual short stories; Parts 2 and 3 consist of discussions by Jack Schaefer and Roald Dahl on the teaching of short stories, plus two of each author's stories followed by their comments; Part 4 treats approaches to the short story using excerpts of stories as examples for exercises in taste, style, and structure; and Part 5 explores the library resources available to students who should be encouraged to become independent library patrons. (JMC)

ED 042 769 TE 002 013

Dunning, Stephen

Teaching Literature to Adolescents: Poetry.

Pub Date 66

Note—119p.

Available from—Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, Ill. 60025 (\$2.50)

Document Not Available from EDRS.

Descriptors—Choral Speaking, Cognitive Objectives, Creative Writing, Imagery, Inductive Methods, *Literary Analysis, Literary Genres, *Poetry, Poets, Secondary Education, *Student Motivation, *Teaching Techniques, Twentieth Century Literature

Identifiers—Booth (Philip), Francis (Robert)

Because most poetry education is ineffectual, this book attempts to help the teacher stimulate student interest in poetry by (1) suggesting a rationale and objectives for teaching poetry, (2) warning the teacher to avoid those poems for which he has no personal enthusiasm and to avoid overexplaining those poems he likes, (3) urging, for example, that students frequently be allowed to choose the poetry they will study and that they occasionally be asked to say something poetically, (4) dealing with 12 approaches to teaching poetry, such as reading poems chorally or stimulating student awareness of the interrelationship between exterior and interior form, and (5) including sample pages from eight reference books for poetry to illustrate how these books are arranged and how they should be used. Requested to explicate a few of their own poems for this book, poet Robert Francis uses an analogy between sports and poetry to suggest concrete approaches to teaching poetry; while Philip Booth emphasizes ways in which the teacher can communicate an understanding of the fusion of image and idea. (DD)

ED 042 770

TE 002 015

Report of the Yale Conference on the Teaching of English (16th, Yale University, April 10-11, 1970).

Yale Univ., New Haven, Conn. Graduate School.

Pub Date Apr 70

Note—64p.

Available from—Yale University, Office of Teacher Training, 215 Park Street, New Haven, Connecticut 06520 (\$1.00)

Document Not Available from EDRS.

Descriptors—Classical Literature, College Instruction, Comedy, *Composition (Literary), *Drama, Eighteenth Century Literature, *English Instruction, *Epics, Greek Literature, *Literary Analysis, Literature Appreciation, Poetry, Satire, Secondary Education, Seventeenth Century Literature, Teaching Techniques, Twentieth Century Literature, Written Language

Identifiers—Iliad, Waiting for Godot

Four speeches illustrating important principles in the teaching of English are collected in this booklet: (1) "The Teaching of Writing as Art" by William E. Coles, Jr., who, in posing ambiguous, provocative questions as writing assignments, compels the student to explore language in its relationship to his experience and his persona; (2) "Teaching the 'Iliad'" by Michael Holahan, who, in offering an amateur's approach in teaching the "Iliad" as a poetic work of art, underscores the expansive quality of the epic imagination; (3) "The Teaching of Restoration Comedy" by Michael J. K. O'Loughlin, who suggests that a critical awareness of the function of both fools and knaves in Restoration Comedy is the best introduction to a crucial predicament of the period—the quest for the meaning of existence conceived as a dramatic event—and to the satiric and comic structure of its drama; and (4) "Ex Nihilo: The Art of Beckett's 'Waiting for Godot'" by Douglas Cole, who examines the compelling qualities of Beckett's play and recommends approaches in studying it with high school students. (JMC)

ED 042 771

TE 002 017

Portraits: The Literature of Minorities: An Annotated Bibliography of Literature by and about Four Ethnic Groups in the United States for Grades 7-12.

Los Angeles County Superintendent of Schools, Calif.

Pub Date Jun 70

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—*American Indians, *Annotated Bibliographies, Biographies, Chinese Americans, Drama, Japanese Americans, Legends, Literature Appreciation, *Mexican Americans, *Minority Groups, *Negroes, Negro Literature, Novels, Poetry, Secondary Education, Self Concept, Student Development, Tales, Teacher Role, Thematic Approach

Intended to aid the secondary school teacher in recommending appropriate works to students, this annotated bibliography by and about black Americans, North American Indians, Mexican Americans, and Asian Americans gives detailed information and evaluations on themes, literary quality, and intellectual and emotional levels of materials. The bibliography, based on the standards of the booklet "We Build Together," is organized according to literary types—novels, short stories, poetry, drama, folk tales and legends, biographies, autobiographies, essays, letters, speeches, and anthologies—with every selection intended to foster the development of better self-concepts for minority group students and to contribute to a greater understanding for majority culture students. Availability of paperback editions is noted. A separate bibliography for teachers and suggestions for thematic units are included. (MF)

ED 042 772

TE 002 018

Everitts, Eldonna L., Ed.

Explorations in Children's Writing.

National Council of Teachers of English, Champaign, Ill.

Pub Date Sep 70

Note—122p.

Available from—National Council of Teachers of English, 508 South Sixth St., Champaign, Ill. 61820 (Stock No. 30353, \$2.50, prepaid)

Document Not Available from EDRS.

Descriptors—Childhood Attitudes, *Children, Communication (Thought Transfer), *Composition Skills (Literary), Creativity, Elementary Education, Evaluation Criteria, Language Patterns, Perception, Poetry, *Self Expression, *Teacher Role, *Teaching Methods, Writing Skills

Articles by four diverse educational innovators offer teachers some approaches to children's writing: (1) Eldonna L. Everitt advises that free self-expression should precede close attention to syntax and spelling; (2) James Britton, in four separate articles, points out the intimate relationship between speech and children's processes of perception; the roles of planning, revision, audience, and function in writing; the concept of "the role of spectator" in the writing experience; and the need to reevaluate adult standards for children's writing; (3) Alvina Treut Burrows proposes ways in which poetic expression can be encouraged in children; and (4) Richard Lewis explores the world of a child, of feeling, and of creativity. Also included in this collection are a selected bibliography and a "Potpourri On Writing," the topics of which extend from comparisons of the British and American schools' treatment of writing, to teachers' assignments for children. (MF)

ED 042 773 TE 002 020

Turner, Darwin T., Comp.
Afro-American Writers. Goldentree Bibliographies in Language and Literature.

Pub Date 70

Note—117p.

Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.95)

Document Not Available from EDRS.

Descriptors—*African American Studies, Authors, *Bibliographies, Biographies, *Cultural Background, Cultural Images, Drama, Dramatics, Fiction, Folklore Books, *Literary Criticism, Literary History, *Negro Literature, Poetry, Poets, Twentieth Century Literature

This bibliography offers a selective list of the major literary works of black American writers and of scholarship dealing with them and their works. In addition to a listing of drama, fiction, and poetry by Afro-Americans, those works significant to the life and culture of black people in America are also listed—(1) such aids to research as bibliographies, guides to collections, encyclopedias, handbooks, and periodicals, (2) background information which includes autobiographical materials, essay collections, slave narratives, and works on art, journalism, music, and theatre, and (3) histories and works of literary criticism, covering drama, fiction, poetry, and folklore. Selected criticism of Africans and Afro-Americans as characters is included in an appendix. (DD)

ED 042 774 TE 002 021

Marckwardt, Albert H., Ed.
Linguistics in School Programs. The Sixty-Ninth Yearbook of the National Society for the Study of Education, Part II.

National Society for the Study of Education, Chicago, Ill.

Pub Date 70

Note—345p.

Available from—University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill. 60637 (\$5.50)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Cognitive Processes, Composition (Literary), Diachronic Linguistics, Dialects, Early Childhood, Elementary Education, *English Instruction, *Language Development, Language Instruction, *Linguistics, Linguistic Theory, Literature, Reading, Rhetoric, Secondary Education, Spelling, Structural Linguistics, Teaching Methods, Verbal Communication

Authors in Section I of this yearbook distinguish between the special knowledge and tools employed by the linguists, and the concepts and conclusions which may be passed on to teachers; while authors in Section 2 deal specifically with linguistics in the school context—both its content and its implications for teaching strategies. Papers and authors include (1) "The Study of Language and Human Communication," William G. Moulton; (2) "The Structure of Language," J. Donald Bowen; (3) "The Geography of Language," H. Rex Wilson; (4) "The Sociology of Education,"

Raven I. McDavid, Jr.; (5) "The History of Language," Kenneth G. Wilson; (6) "Language and Composition: Some 'New' Rhetorical Perspectives," Gene L. Piche; (7) "The History of Language Instruction in the Schools," Wallace W. Douglas; (8) "Language Acquisition and Development in Early Childhood," Vera P. John and Sarah Moskowitz; (9) "Language Development: The Elementary School Years," Richard E. Hodges; (10) "Language Development: The Secondary School Years," Nathan S. Blount; (11) "Linguistics and Reading," Sumner Ives and Josephine P. Ives; (12) "Linguistics and Spelling," Richard L. Venezky; (13) "Language and Thinking," Richard W. Dettner; and (14) "Linguistics and Literature," Samuel R. Levin. An epilogue by Albert H. Marckwardt summarizes accomplishments and future applications. (JMC)

ED 042 775 TE 002 022

A Resource Bulletin for Teachers of English, Grade Eleven.

Baltimore County Public Schools, Towson, Md.

Pub Date Jan 70

Note—272p.

Available from—Board of Education of Baltimore Co., Dept. of Curriculum and Instruction, Baltimore, Maryland 21204 (\$5.00)

EDRS Price MF-\$1.25 HC-\$13.70

Descriptors—American Culture, *American Literature, Class Activities, Composition Skills (Literary), *Curriculum Guides, Educational Objectives, English Instruction, Films, Film Study, Language Instruction, *Literary History, Literature Appreciation, Oral Communication, *Social Values, Teaching Techniques, *Thematic Approach

Beginning with a look at contemporary American materials (both literary and non-literary), this 11th-grade curriculum guide proceeds with a chronological, thematic approach to American literature, focusing on such units as "The First Frontier—Establishment of the American Dream," "The American Dream on Trial," "The Dream and Reality," and "Toward New Freedoms." Each unit, integrating oral and written composition and the study of language with its literary content, suggests scope and time allotments; objectives; ways of adapting materials to various class levels; detailed activities—long range, initiatory, developmental, and synthesizing; and related films. Also provided are a resource guide for teachers and above average students, a listing of highly recommended American films, film rental sources, and two special film units—one for "An Occurrence at Owl Creek Bridge," and the other for "The Grapes of Wrath." (MF)

ED 042 776 TE 002 023

Avon's Nongraded Elementary and Middle School Reading Program.

Avon Public Schools, Conn.

Pub Date [68]

Note—131p.

Available from—Superintendent of Schools, 50 Simsbury Road, Avon, Connecticut 06001 (\$5.00, prepaid)

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—Elementary Education, *Language Development, Literature Programs, Middle Schools, *Nongraded System, *Reading Comprehension, *Reading Programs, Reading Readiness, Reading Skills, Structural Analysis, Student Evaluation, *Study Skills, Supplementary Reading Materials, Textbooks, Word Study Skills

Presented in this guide are the philosophy, evolution, structure, and implementation of a nongraded reading program which is organized on 23 sequential learning levels. The program concentrates on requirements in word analysis skills, comprehension skills, and study skills; and provides listings of suggested texts, supplementary materials, and evaluation tests. Readiness checklists (physical, social, emotional, and psychological), informal reading inventories, sample report cards, a letter for transfer students, and a brief discussion of parent-teacher conferences are included. (MF)

ED 042 777 TE 002 026

Hinkle, Thomas, Ed.
"A Separate Peace": Moods & Setting.

Pub Date 70

Note—30p.

Available from—National Council of Teachers of English, 508 South Sixth St., Champaign, Ill.

61820 (Stock No. 37953, \$1.00 nonmembers, \$0.90 members, prepaid)

Document Not Available from EDRS.

Descriptors—*Illustrations, *Literary Mood, *Literature, *Novels, Photographs, Secondary Education, Supplementary Reading Materials Identifiers—A Separate Peace, Knowles (John)

This booklet uses 35 photographs, illustrating excerpts from "A Separate Peace," to evoke John Knowles' experience at Phillips Exeter Academy, an experience he later transformed into the novel. (DD)

ED 042 778

TE 002 027

Lindsay, Dan

Industrial Communications.

Kent Public Schools, Wash.

Pub Date [69]

Note—148p.

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—*Communication Skills, Employment Interviews, *High School Students, *Industrial Arts, Job Application, Job Skills, *Lesson Plans, Mass Media, *Oral Expression, Propaganda, Seniors, Student Motivation, Teacher Qualifications

Intended for seniors planning a career in industry as skilled laborers, this specialized course in Industrial Communications offers the student basic communications skills which he will need in his work and in his daily life. Since class activities center around short, factual oral reports, class size will be limited to 20, providing a maximum of attention to each student. The grading system utilized will attempt to free students from past feelings of inadequacy, as will the type of instructor chosen for the course—a male language arts teacher who is interested in and has respect for these young men. The course itself is divided into two areas—one relating specifically to the world of work (e.g., job interviewing, impression-making, form completion, job retention, union practice), the other relating to daily life (e.g., propaganda and various forms of mass media). (Detailed lesson plans comprise the bulk of this course description.) (MF)

ED 042 779

TE 002 029

Gruener, Charles R.

Behavioral Objectives for the Grading of Classroom Speeches.

Speech Association of America, New York, N.Y.

Pub Date Sep 68

Note—3p.

Journal Cit—Speech Teacher; v17 n3 p207-09 Sep 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Evaluation Criteria, *Grading, Performance Criteria, *Speech, Speeches, Speech Instruction, Speech Skills, Student Evaluation, *Teacher Attitudes

This study was undertaken to see if agreement existed among speech teachers as to the behavioral objectives necessary for an "A," "B," or "C" level grade on a classroom speech. In a questionnaire, 328 undergraduate speech instructors rated as A, B, or C a list of 14 behavioral objectives constructed by rewriting the speech grading standards employed at Pennsylvania State University according to criteria established by Robert Mager. Results indicated that the speech teachers tended to characterize B and A level speeches as successful if they achieved their avowed purpose of having some impact on the audience while C level speeches satisfied only minimum concrete and mechanical requirements. (A list of the 14 behavioral objectives and the responses to them are presented in table form.) (JM)

ED 042 780

TE 002 030

Nash, Rosa Lee

Teaching Speech Improvement to the Disadvantaged.

Speech Association of America, New York, N.Y.

Pub Date Jan 67

Note—5p.

Journal Cit—Speech Teacher; v16 n1 p69-73 Jan 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Auditory Training, *Communication Skills, *Disadvantaged Youth, Elementary Education, Listening Skills, *Nonstandard Dialects, Special Programs, *Speech Education, *Speech Improvement, Speech Instruction, Speech Skills

To develop positive speech patterns in disadvantaged students, the More Effective Schools Program in New York City instigated an experimental speech improvement program, K-6, in 20 of its elementary schools. Three typical speech-related problems of the disadvantaged—lack of school "know-how," inability to verbalize well, and the presence of poor speech patterns—provided the basis for the reeducative effort. Based on a presentation of sequentially developed lessons in listening, audibility, proper use of voice, specific sounds, phrasing, strong and weak verbs, asking questions, and making statements—the program's greatest success seemed to be in developing audibility and correcting withdrawn attitudes. Secondary goals for this program included (1) a respect and appreciation for the language of a child's own culture, (2) a receptivity to the language commonly used by the greater society, (3) increased ability to communicate with the greater society, and (4) improved self-esteem. (JM)

ED 042 781 TE 002 035

Sieburg, Evelyn Ratford
Dysfunctional Communication and Interpersonal Responsiveness in Small Groups.

Pub Date 69
Note—168p.; Ph.D. Dissertation, University of Denver

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-21156, Mfilm \$3.00, Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Communication Problems, Experimental Groups, *Group Dynamics, Group Relations, Interpersonal Problems, *Interpersonal Relationship, Psychopathology, Social Psychology, *Speech, *Test Construction, Verbal Communication

The purpose of this study was to develop and test an instrument for analyzing interpersonal responsiveness in small groups. A category system was constructed comprised of two "functional" response categories and five "dysfunctional" categories which identified certain behaviors as likely to foster or interfere with "effective" relationships. To judge the reliability of the category system, data were collected and analyzed from scorings of randomly selected recordings of group interaction. Its validity was established by applying a "known-groups" technique to samples of the group interaction segments judged to be either "effective" or "ineffective." Analysis of results indicated that the effective groups had more content responses and fewer impervious, tangential, or ambiguous responses. These results agree with previous studies which indicate that all the dysfunctional response forms in the category system are identified with family or individual psychopathology. New findings in this study indicate that imperviousness and tangentiality frequently occur in groups with no known pathology; and that projective, inadequate, and ambiguous responses are so infrequently found in "normal" groups as to suggest that they may be genuine indicators of communicative pathology. (Author/JM)

ED 042 782 TE 002 036

Galvin, Kathleen Malone

A Comparative Study of Student Teaching in Speech in Illinois Secondary Schools—1966-1967.

Pub Date 68
Note—450p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-6924, Mfilm \$5.75, Xerography \$20.25)

Document Not Available from EDRS.

Descriptors—*Beginning Teachers, English Education, Practicum Supervision, Secondary Education, Secondary School Teachers, Speech, *Speech Education, *Student Teachers, *Student Teaching, *Teacher Education Curriculum, Teacher Qualifications, Teaching Assignment, Teaching Experience

The purpose of this study was to compare current student teacher preparation programs and practices with demands made of beginning speech teachers in Illinois. A questionnaire designed to gather recommendations on ways to prepare speech teachers for the actual teaching situation was sent to 159 student teachers from 20 Illinois

colleges and 183 beginning speech teachers; the responses were analyzed. Respondents from both groups agreed that student teachers should (1) have introductory courses in all areas of speech and a general speech major or a specialization in one area of speech, (2) have a minor area, preferably English, (3) take a course in radio, TV, and film and participate in collegiate speech extracurricular activities, (4) student teach in large schools, if possible, (5) student teach in basic and advanced speech classes, and in a second area, preferably English, and work with extracurricular speech programs, (6) student teach in fall, winter, or early spring, (7) attend faculty meetings and weekly speech related seminars, and (8) be supervised and observed by a member of the college speech department every 2 weeks. (Author/JM)

ED 042 783 TE 002 038

Kerikas, Emanuel John

Current Status of Speech Education in the Public Secondary Schools of the Intermountain States.

Pub Date 62
Note—755p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 63-1310, Mfilm \$9.55, Xerography \$34.00)

Document Not Available from EDRS.

Descriptors—After School Activities, Course Organization, Instructional Materials, Program Evaluation, Public Speaking, *School Surveys, *Secondary Education, Speaking Activities, Speech, *Speech Education, Student Enrollment, Student Participation, Teacher Background

This 1962 survey of speech education in 123 representative secondary schools in Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, and Wyoming provides information about (1) the number and percentage of students enrolled in speech classes; (2) qualifications of the speech faculty, and the organization and administration of the speech program; (3) the relationship between the student and the speech program regarding requirements, performance standards, and participation; (4) the curriculum of classroom speech programs including types of materials and methods of evaluation; (5) the types of extra-class speech programs and activities, such as plays and clubs; and (6) the results of self-evaluations of the speech programs by the schools. (Author/JM)

ED 042 784 TE 002 040

The Reticent Child in the Classroom: Oral Communication Concepts and Activities. A Manual for Teachers (K-12).

Alameda County School Dept., Hayward, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DPSC-68-5424

Pub Date Apr 69

Grant—OEG-9-8-005424-0034(056)

Note—65p.

Available from—Alameda County School Dept., 224 West Winton Ave., Hayward, California 94544 (\$0.75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Class Activities, Classroom Environment, Creative Dramatics, *Emotional Maladjustment, *Oral Communication, Permissive Environment, Personality Problems, Psychological Patterns, *Student Motivation, Student Needs, Student Participation, Student Role, Student Teacher Relationship, Teacher Role, *Teaching Procedures

To develop communication skills among non-participating students, teachers must recognize, diagnose, and treat individual problems of the reticent child. Teachers need to convey the concept of an "open" classroom where all ideas are welcome, to develop questioning and "active listening," to encourage eye contact, to make use of small group discussions, to promote classroom discussion among students as well as between teacher and student, and to assume a supportive role. (A "model" plan for eight lessons, and bibliographies on creative dramatics and student-teacher interaction are included in this ESEA Title 3 report.) (JMC)

ED 042 785

Roever, James E., Ed.

Proceedings: Speech Association of America Summer Conference V: Research and Action (Minneapolis, July 18-19, 1969).

Speech Communication Association, New York, N.Y.

Pub Date Jul 69

Note—153p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.00 prepaid)

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—*Activism, Campuses, Communication Skills, Community Relations, Disadvantaged Youth, *Field Studies, Language Development, *Negroes, Negro Organizations, Research, *Rhetoric, *Speech Education, Urban Environment

Contained in this record of proceedings are (1) workshop reports on priorities in research and recommended actions concerning black rhetoric, campus conflict, community relations, speech education for the disadvantaged, language and speech acquisition and development, and field studies; (2) a keynote address, on "Student Activism and Academic Research: Action and Reaction," by Philip Altbach; and (3) three essays which supplement the report of the field studies workshop—"Assumptions for Field Perspective in Speech-Communication" by Dennis Winters, "Field Studies in the Urban Situation: Chicago 1967-68" by Russell Jennings, and "The 'Natural Experiment' as a Research Methodology for the Study of Speech-Communication" by Keith Sanders and Thomas Pace. Bibliographies on black rhetoric, community relations, language and speech acquisition and development, and field studies are provided, as are listings of negro newspapers, journals, periodicals, organizations, and representative black speakers. (MF)

ED 042 786

TE 002 055

Lynch, James E., Ed.

Radio and Television in the Secondary School.

National Association of Secondary School Principals, Washington, D.C.; Speech Association of America, New York, N.Y.

Pub Date Oct 66

Note—226p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.00, prepaid)

Journal Cit.—NASSP Bulletin; v50 n312 Entire Issue Oct 1966

Document Not Available from EDRS.

Descriptors—Administrator Role, Audiovisual Aids, Broadcast Industry, Broadcast Television, Commercial Television, Educational Radio, Educational Television, High School Curriculum, Instructional Innovation, *Instructional Media, *Mass Media, *Radio, *Secondary Education, Teacher Education, Teacher Role, Televised Instruction, *Television

The articles, in this issue, by more than 40 authors, are divided into five parts: the first two parts provide an historical perspective of radio and television (both commercial and educational) and a basis for judging the impact of broadcasting on society; the third part concerns the teaching of broadcasting in the school and the uses of radio and television for supplemental, enrichment, or direct instruction within the curriculum; the fourth part surveys future utilization of these media in the schools—e.g., television for the exceptional child, teacher and administrator roles, closed circuit television; and the fifth part contains advice and direction regarding the study and uses of radio and television in the school. A bibliography on radio and television is included. (JMC)

ED 042 787

TE 002 057

Boase, Paul H. Glancy, Donald R.

And Gladly Will They Learn, and Gladly Teach.

Speech Communication Association, New York, N.Y.

Pub Date Nov 66

Note—10p.; Revision of an article that appeared in "The American School Board Journal" (June 1962)

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$0.25, prepaid)

Journal Cit.—Speech Teacher; v15 n4 p267-75 Nov 1966

Document Not Available from EDRS.

Descriptors—Audio Equipment, Building Materials, *Equipment, Equipment Evaluation, Facilities, *Facility Requirements, *Performance Specifications, School Planning, *Secondary Education, *Speech Education, Stages, State Federal Aid, Theaters

Teachers of speech strive to improve and enrich all areas of oral communication by providing effective experiences for students in a favorable physical environment. To offer such a program in speech education and communication, the modern high school should have (1) classrooms for teaching fundamentals of speech, discussion, debate, public speaking, oral interpretation, and dramatics, (2) an adjacent sound control and listening room, (3) a forensic-workshop room for students in discussion and debate, (4) a speech correction room for remedial therapy, and (5) a little theater designed for both proscenium and arena staging. (Information is included about possible federal and state sources of funding and about such supplies and facilities as audiovisual equipment, furnishings, building materials, and size of classrooms and auditoriums.) (JM)

ED 042 788 TE 002 061
Up the Down Spiral with English: Guidelines, Project Insight.

Catholic Board of Education, Diocese of Cleveland, Ohio.

Pub Date 68

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—Adolescence, Composition (Literary), *Curriculum Guides, Educational Objectives, Educational Philosophy, *English Instruction, Individual Development, Language Arts, Literature, *Secondary Education, *Spiral Curriculum, Student Interests, Student Needs, Thematic Approach, Twentieth Century Literature. This curriculum guide presents the philosophy, objectives, and processes which unify a student-centered English program based on Jerome Bruner's concept of the spiral curriculum. To illustrate the spiraling of the learning process (i.e., engagement, perception, interpretation, evaluation, and personal integration), the theme of "hero" is traced from grades 7-12 with skill and concept checklists, process charts, and physical, intellectual, emotional, social, and personal sketches of various adolescent stages provided for the teacher. Included are brief discussions of testing and grading, a 12th-grade unit outline for 20th century literature, and bibliographies on general resources, multimedia, literature, language, and composition. (See also TE 002 062.) (MF)

ED 042 789 TE 002 062
The Circle in the Spiral: Up the Down Spiral with English, Vol. 2, Project Insight.

Catholic Board of Education, Diocese of Cleveland, Ohio.

Pub Date 69

Note—227p.

Available from—Board of Catholic Education, 5103 Superior Ave., Cleveland, Ohio 44103 (\$3.00)

Document Not Available from EDRS.

Descriptors—American Literature, College Preparation, Composition Skills (Literary), Culturally Disadvantaged, *Curriculum Guides, Dramas, *English Instruction, English Literature, Honors Curriculum, Language Arts, Literature, Noncollege Preparatory Students, Poetry, *Secondary Education, *Spiral Curriculum, Underachievers

Units contained in this second volume of a spiral curriculum guide for English (See also TE 002 061.) are (1) An Insight into the Writing Process—Composition, 7-12; (2) A Program for Culturally Different, Underachieving, Low I.Q., Seventh Grade Students ("an approach to English conceived for the modern black American"); (3) Seventh Grade Program for Average Students; (4) An Eighth Grade Program Highlighting Dialect; (5) An Excerpt on Teaching Tolkien's "The Hobbit"; (6) An Eighth Grade Poetry Unit; (7) A Ninth Grade Syllabus for College Preparatory Students; (8) Drama: To Be Today, Grade 10; (9) Syllabus in Literature, Language, and Composition for Above-Average 10th Grade Students; (10) Comparative English and American Literature for 11th Grade Students; (11) A 12th Grade Syllabus for Non-College-Bound Students; (12) Spotlight on Poetry—Grade 12; (13) Sequential Development of an Honors Program—Grade 12; and (14) A Reader's Theatre Adaptation of Goethe's "Faust." (MF)

ED 042 790 24 TE 499 850
Daellenbach, C. Charles

Identification and Classification of Music Learning Behaviors Utilizing Videotape Recording Techniques. Final Report.

Rochester Univ., N.Y. Eastman School of Music.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-085

Pub Date 15 Jul 70

Grant—OEG-2-9-420085-1051(010)

Note—185p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Behavior Patterns, *Learning Characteristics, Learning Processes, Motor Reactions, Music, *Music Education, Nonverbal Communication, *Performance Factors, *Research Design, Verbal Communication, Video Tape Recordings

Summaries of previous projects and present research needs precede this report of a study which investigated in detail one phase of music learning: overt music performance learning behaviors. The Observable Performance Learning Behavior Classification Index and the behavior encoding process were utilized to identify, to classify, and to time occurrences of four categories of learning behavior: verbal, motor (performance and nonperformance related), motor (performance related only), and attending. Descriptions of the study's recording equipment and techniques for its use, selection criteria for the 17 project subjects, data forms for each subject, a report summary, tables, photographs, and a bibliography are included. [Not available in hard copy due to marginal legibility of original document.] (MF)

ED 042 791 TE 500 233
Campbell, Oscar James

The Department of English and Comparative Literature.

Columbia Univ., New York, N.Y.

Pub Date 57

Note—44p.; In "A History of the Faculty of Philosophy, Columbia University," New York, Columbia University Press, 1957, p58-101

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—College Curriculum, *Comparative Education, Course Descriptions, *Curriculum Development, *English Departments, English Instruction, *English Literature, English Programs, Graduate Study, Languages, Literature, Rhetoric, Universities, *World Literature

This paper chronologically presents a history of curricular development dating from the inception of King's College in 1754 through Columbia University's departmental offerings in 1953. The comprehensive study of curriculums is initiated with a review of the significance of rhetoric during the early period. Systematic examination of the growth of the English department includes numerous references to professors, courses, and degree requirements. Course requirements are also discussed. (RL)

ED 042 792 TE 500 319
McDavid, Raven L., Jr.

American Social Dialects.

Chicago Univ., Ill.; National Council of Teachers of English, Campaign, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 65

Grant—OEG-2107

Note—7p.

Journal Cit—College English; v26 p254-260 Jan 1965

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*American Culture, Cultural Interrelationships, *Dialect Studies, Instructional Materials, Language Instruction, Language Planning, *Language Role, Language Standardization, Linguistic Theory, Nonstandard Dialects, Social Isolation, Sociocultural Patterns, *Sociolinguistics, *Sociology

Societal differences among ethnic groups and other geographically remote bodies of peoples within a culture are often caused by dialectal variation. The social and educational implications of societal division by such linguistic differentiation are discussed in this article. The author touches on concepts relating to dialectology, paralinguistics, kinesics, and bi-dialectalism. Concluding remarks point out the potential contribution of dialectology and linguistics, particularly in

the area of instructional materials development. (RL)

TM

ED 042 793 TM 000 014
Test of Oral English Production.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Aug 69

Contract—OEC-4-7-062827-3078

Note—55p.

Available from—Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, N.E., Albuquerque, New Mexico 87106

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*English (Second Language), Language Development, Language Fluency, Language Programs, *Primary Grades, Program Evaluation, Second Language Learning, Test Construction, *Tests

This is an individually administered test designed to evaluate programs that teach English as a second language, specifically the Southwestern Cooperative Educational Laboratory's (SWCEL) Oral Language Program for children in the primary grades. A major goal of the test is to elicit responses in as "spontaneous" a manner as possible in order to arrive at a reasonably realistic assessment of a child's speech. Test materials consist of an administrator's manual and a kit of props which provide stimuli for the desired, tape recorded, children's responses. No special skills are required to administer the test. Classroom teachers, familiar with the directions, stimuli, desired responses, and use of the props can administer the test in about 10-15 minutes. While pronunciation and vocabulary items are included, major emphasis is upon grammatical competence. Scoring is done at the SWCEL from the taped conversation. A total score and two part scores (Vocabulary and Pronunciation—items 3-26, and Use of English Grammatical Structures—items 27-83) may be obtained. The test is not standardized; however, field testing of the instrument has provided general categories of scores which permit classification of groups of students in terms of English fluency and data on reliability and validity. (RF)

ED 042 794 TM 000 052
Pinsky, Paul Gorih, William P.

Descriptive Analysis of HS420: Eleventh Grade Algebra, First Semester.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No—TM-21

Pub Date Jul 69

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Achievement Tests, *Algebra, Cognitive Tests, Course Objectives, Grade 11, Measurement, *Measurement Instruments, *Measurement Techniques, *Predictive Ability (Testing), Predictor Variables, *Test Construction

Identifiers—CAM, *Comprehensive Achievement Monitoring

Analysis of data on this algebra course, gathered by the Comprehensive Achievement Monitoring (CAM) system, indicated that equivalent scores were yielded by either random or chronological arrangement of the test items on the monitor forms. Chronological arrangement may be permissible, therefore, for normal data processing; random arrangement should be retained for computer processing. A set of nine cognitive ability tests were found to be poor predictors of achievement and, hence, ineffective for scheduling students. Split-half reliability for each test administration and test-retest reliability for each pair of administrations are given, together with test difficulties. An attempt was made to fit learning curves to the data to provide measures of individual performance. No consistent pattern appeared as to the curve providing the best fit over all students and it is suggested that meaningful information cannot be gathered from comprehensive monitors containing only nine items,

as did these. The anticipated increase in scores from pretests to posttests did not occur. Since reliabilities and other parameters of the tests were acceptable, other explanations must be sought for the lack of change. For example, content validity of items or relatively sophisticated prior knowledge held by the students. (DG)

ED 042 795 TM 000 053

Allen, Dwight W. Gorth, William P.
The Development of Randomized Achievement Monitoring, Third Annual Report.
Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—TM-NO-AR-3

Pub Date 15 Dec 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Academic Achievement, *Attitudes, Behavioral Objectives, Computer Programs, *Course Objectives, *Feedback, *Measurement, Student Attitudes, Teacher Attitudes, Test Construction

Identifiers—CAM, *Comprehensive Achievement Monitoring

The unique character and needs of the Comprehensive Achievement Monitoring (CAM) system has led to the creation of new computer programs and new techniques. Thus, earlier manual strategies (which were subject to error) for the handling of the large banks of behavioral objectives and test items, have been supplanted by a three-phase computer program that stores the objectives and questions, prints out selected objectives and their associated questions for inspection and, finally, constructs and prints the monitor tests in ready-to-use form. The attitudes of students and teachers toward CAM are discussed in detail and a more complete report on this subject is being prepared. The arrangement of test items, chronologically (in terms of teaching order) versus random, does not appear to be a significant variable. The report concludes with a brief review of steps being taken to secure demonstrations of the CAM technique in a variety of situations, by involving individual teachers, schools, and state agencies across the country. (GS)

ED 042 796 TM 000 054

Pinsky, Paul Gorth, William P.
Descriptive Analysis of KA442: One-Semester, Eleventh & Twelfth Grade Trigonometry.
Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—TM-22

Pub Date Jul 69

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Achievement Tests, Cognitive Tests, Course Objectives, Grade 11, Grade 12, Measurement, *Measurement Instruments, *Measurement Techniques, *Predictive Ability (Testing), Predictor Variables, *Test Construction, *Trigonometry

Identifiers—*Comprehensive Achievement Monitoring & CAM

Similar results were obtained here to those reported in TM 000 052: Random and chronological item arrangements yielded equivalent scores; the cognitive tests were again limited predictors of posttest achievement; and there was no consistent pattern as to the learning curve providing the test fit for all students, even though these monitors contained five more items (14) than those used in TM 000 052. In contrast, however, the expected increase in scores did occur on this occasion. Tables of reliabilities are included. (DG)

ED 042 797 TM 000 055

Gorth, William P. and Others
Improving Educational Quality through Comprehensive Achievement Monitoring: A Proposal for a State-Wide Demonstration.
Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—TM-23

Pub Date Nov 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Academic Achievement, Curriculum Design, Data Collection, Educational Change, *Educational Objectives, Educational Planning, *Educational Quality, Educational Strategies, *Evaluation, *Feedback, Longitudinal Studies, Post Testing, Pretesting, Test Construction

Identifiers—CAM, *Comprehensive Achievement Monitoring

The adaptation is proposed of an evaluation technique to the needs of the State Department of Education of the Commonwealth of Massachusetts by demonstration in a selected group of schools. Improving educational quality through Comprehensive Achievement Monitoring (CAM) is accomplished by providing students and educators with longitudinal and comprehensive information which will permit systematic and effective adaptations of instructional treatments to changing demands. The proposal begins with a statement of the rationale of CAM, a comparison of three evaluation models, and a discussion of evaluation issues. Seven major components of a two-stage plan for implementation of the CAM technique in selected school districts in the 1970-71 school year are outlined. The proposal concludes with a budget for the planning and demonstration stages. (Author/TA)

ED 042 798 TM 000 056

Allen, Dwight W. Gorth, William P.
The Development of Randomized Achievement Monitoring, Second Annual Report.
Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—TM-NO-AR-2

Pub Date Dec 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Academic Achievement, Behavioral Objectives, Course Evaluation, *Course Objectives, Educational Strategies, Evaluation Criteria, *Evaluation Techniques, *High Schools, Longitudinal Studies, *Models, Program Development, *Program Evaluation, Research Projects

Identifiers—CAM, *Comprehensive Achievement Monitoring

The current philosophical position of the project is reviewed and a variety of issues relevant to educational evaluation and achievement monitoring are enumerated. Various past attempts to model the variables of school learning are reviewed and those adopted for the Comprehensive Achievement Monitoring model are discussed. The student variables include verbal, reasoning, spatial, perceptual, and memory aptitudes in the general domain; and prior achievement, motivation, anxiety, sociological characteristics, and rate of learning in the task specific domain. Instructional variables are teacher, treatment characteristics, and time. Two important features of the program are (1) the emphasis placed on defining course objectives in a detailed manner, and (2) monitoring student achievement on these objectives longitudinally. The report also discusses the focus, resources, collection, organization, and analysis of data that will be used to evaluate the project. Finally, the favorable teacher and student reactions to the monitoring are discussed. (AE)

ED 042 799 TM 000 057

Gorth, William P. Wightman, Lawrence E.
CAM Described for State Level Evaluation of Urban Education Projects.
Massachusetts Univ., Amherst. School of Education.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio; New York State Education Dept., Albany. Div. of Evaluation.

Report No.—TM-20

Pub Date Apr 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Academic Achievement, Achievement Tests, Behavioral Objectives, Comparative Testing, Computer Programs, Course Evaluation, Course Objectives, Curriculum Evaluation, Educational Objectives, Evaluation Needs, *Evaluation Techniques, *Measurement Techniques, Models, Post Testing, Pretesting, *Program Evaluation, Research Projects, State Departments of Education, State Programs, Test Construction, *Urban Education

Identifiers—CAM, *Comprehensive Achievement Monitoring

The Comprehensive Achievement Monitoring (CAM) model for project evaluation is compared with the usual classroom testing and pretest-posttest approaches. All three techniques are described and then examined in detail with respect to their advantages and limitations. The resources of project CAM in the areas of urban education and computer software are outlined. Three alternative methods for implementation of CAM by a state education agency and the practical considerations in implementation are examined. A bibliography on CAM is appended. (AE)

ED 042 800 TM 000 059

Wohlferd, Gerald
Toward an Evaluation of Education: A Description of the Quality Measurement Project, Second Edition.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.

Spons Agency—New York State Univ. System, Albany.

Pub Date Sep 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Comparative Statistics, *Evaluation Criteria, *Evaluation Techniques, Grade Equivalent Scores, Intelligence Quotient, Multiple Regression Analysis, National Norms, Parental Background, Predictor Variables, Rural Urban Differences, School Statistics, Socioeconomic Background, *State Programs, Statistical Studies

Identifiers—Iowa Tests of Basic Skills, Lorge Thorndike Intelligence Test, *New York State School Systems, Quality Measurement Project

The Quality Measurement Project was established in 1956 by the New York State Education Department to determine the feasibility of measuring quality differences between schools and of identifying variables related to these differences. In the latest revision of the project, begun in 1964, 99 representative school systems, excluding the New York City school system, administered tests at grades 5 and 8. Distinctions were drawn between national and state norms on the Iowa Tests of Basic Skills and the Lorge-Thorndike Intelligence Test. Comparisons were made between school system groups based on system size, average I.Q., and average level of mother's education, father's education, and father's occupation. Likewise student groups were compared on I.Q., mother's education, father's education, and father's occupation. As a result of these studies and further correlations, three methods of school system evaluation are suggested: comparison of school system average score with several state subgroup norms, comparison of local subgroup average scores with similar state subgroup scores, and the prediction of a local average score by use of regression analysis and a nomograph. The study is supplemented with comprehensive graphs and illustrations. (DG)

ED 042 801 TM 000 064

Spaulding, Robert L.
Observational Methodology in the Experimental School Setting.

Durham Education Improvement Program, N.C. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Feb 69

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February, 1969

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Behavioral Objectives, Behavior Change, Behavior Problems, *Behavior Rating Scales, *Classroom Observation Techniques, *Educational Objectives, Evaluation Techniques, Intervention, *Measurement Techniques, *Socialization, Test Reliability

Identifiers—CASES, Coping Analysis Schedule for Educational Settings, Durham Education Improvement Program, Spaulding Teacher Activity Rating Schedule, STARS

In studies of classroom behavior modification, the experimenter or educator attempts to make valid judgments about desirable behavioral outcomes. Instruments of assessment to be used with behavior modification treatments must be sensitive to the behavioral goals of principals,

teachers, and public school officials. Moreover the treatments used in behavior modification must incorporate teacher behavior. Specific criteria necessary for valid and reliable observing and recording techniques are also prerequisites to instrument development. The Durham Education Improvement Program has developed two instruments, Coping Analysis Schedule for Educational Settings (CASES) and Spaulding Teacher Activity Rating Schedule (STARS), to permit the study of the socialization process in ongoing school settings and treatment of behavior disorders by social agents. Two procedures requiring trained observers using technical aids (signal generators, and an event recorder with attached micro-switch keyboard) have been used; a third, employing wireless transmitting microphones in conjunction with the event recorder, is proposed. Short forms of CASES and STARS are appended along with recording sheets used to gather data in classrooms. Examples of criteria for rating observation techniques are included. (ES)

ED 042 802 24 TM 000 070

Livingston, Samuel A.

The Reliability of Criterion-Referenced Measures. Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-1610

Pub Date Jul 70

Grant—OEG-2-7-061610-0207

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Correlation, *Criterion Referenced Tests, Measurement Instruments, Norm Referenced Tests, Raw Scores, *Reliability, *Statistical Analysis, Statistics, *Test Reliability, *Tests, True Scores

The assumptions of the classical test-theory model are used to develop a theory of reliability for criterion-referenced measures which parallels that for norm-referenced measures. It is shown that the Spearman-Brown formula holds for criterion-referenced measures and that the criterion-referenced reliability coefficient can be used to correct criterion-referenced correlations for attenuation. A formula is developed which expresses the criterion-referenced reliability coefficient in terms of the mean, variance, and norm-referenced reliability coefficient. The implications of the resulting formula are discussed. (Author/DG)

ED 042 803 TM 000 074

Szabo, Michael Feldhusen, John F.

An Investigation of the Relationship of Intellectual and Personality Variables to Success in an Independent Study Science Course Through the Use of a Modified Multiple Regression Model.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 70

Note—7p.; Paper presented at the annual meeting of the National Council of Measurement in Education, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Academic Achievement, Biological Sciences, *College Science, *College Students, Grade Prediction, *Independent Study, Individual Characteristics, Multiple Regression Analysis, *Personality, Predictive Ability (Testing), *Predictor Variables, Rating Scales
Identifiers—*Audio Tutorial System, CEEB, College Entrance Examination Board, Guilford Zimmerman Temperament Survey, SAT, Scholastic Aptitude Test

This is an empirical study of selected learner characteristics and their relation to academic success, as indicated by course grades, in a structured independent study learning program. This program, called the Audio-Tutorial System, was utilized in an undergraduate college course in the biological sciences. By use of multiple regression analysis, the most stable predictors were found to be the Restraint scale of the Guilford-Zimmerman Temperament Survey, high school rank, SAT-Verbal, CEEB-Mathematics, and high school social studies grade. Limitations on the study include the fact that it was correlational and not experimental and that its sample consisted of volunteers who completed the course. (DG)

ED 042 804 TM 000 076

Brink, Nicholas E.

Characteristics of Rasch's Logistic Model.

Pub Date Mar 70

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Item Analysis, *Mathematical Models, *Rating Scales, *Statistical Analysis, Statistics, *Testing
Identifiers—Guttman Model, *Rasch Logistic Model

A basic description of the Rasch model and a brief review of the work previously done on the model is related. Simulated data was used to test goodness of fit to the Rasch model. It was found that data with near perfect fit to the Guttman model provides perfect fit to the Rasch model, though a perfect Guttman scale collapses. Random data also provides a good fit. The effects of varying the standard deviations on normally distributed total scores and the ranges on uniformly distributed scores and the effects of combining two sets of independent data are analyzed in some detail. [Not available in hard copy due to marginal legibility of original document.] (DG)

ED 042 805 TM 000 077

Talmage, Harriet

Effects of Verbal Behavior within Curriculum Development Committees on the Curriculum Product.

Pub Date Mar 70

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Curriculum Design, *Curriculum Development, *Decision Making, *Group Behavior, *Group Dynamics, *Interaction Process Analysis, Problem Solving

An attempt was made to ascertain what type of verbal interaction behavior manifested by a group given a problem in curriculum development affects the quality of the product. Thirty ad hoc groups, selected randomly, were given curriculum development tasks to solve. Curriculum Guide Form (CGF) and Bales' Interaction Process Analysis (IPA) were used to collect data about the groups' behavior. Four interaction behavior variables were selected from the data: Social-Emotional Positive, Social-Emotional Negative, Task Oriented, and Decision Making. Data indicated that the more groups showed a positive social-emotional climate, the lower the scores on the product solution. That is, groups emphasizing task oriented verbal behavior over group maintenance behavior, whether positive or negative, scored higher on their curriculum products. Recommendations are made concerning task oriented behavior, particularly in regards to curriculum development committees. As requested by the author, this paper is not offered in hard copy. (PR)

ED 042 806 TM 000 079

Bart, William M.

A Construction and Validation of Formal Operational Reasoning Instruments.

Pub Date Mar 70

Note—32p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Able Students, *Abstraction Tests, *Abstract Reasoning, Cognitive Measurement, *Cognitive Tests, Content Analysis, Item Analysis, *Logical Thinking, Measurement Instruments, Mental Tests, Psychometrics, Teenagers, Test Construction, Testing, Test Reliability, Test Validity, *Thought Processes
Identifiers—*Piaget

In Piaget's developmental psychology the fourth and highest stage of human cognitive development is that of formal operations. The research on formal thought instruments is outlined. This study was designed to construct and validate paper-and-pencil instruments which could be used to select students capable of abstract conceptualization, hypothetico-deductive thought, and combinatorial reasoning. Three tests in different content areas were developed using item specifications found in the Piagetian literature on formal operations. Items were six-choice logic items with abstruse content. These tests,

four Piagetian formal thought tasks, and a measure of verbal intelligence were administered to a sample of above-average teenagers. The formal operational reasoning tests were demonstrated to have substantial content validity, modest concurrent validity, and limited construct validity. Six item structures were found to have uniformly high first principal component factor loadings, validity indices, and reliability indices. The need for further research in this area is pointed out. (DG)

ED 042 807 TM 000 083

Cullen, Robert J. Katzenmeyer, Conrad G.

Achievement and Ability Correlates of Components of School Attitude Among Eighth Grade Students.

Pub Date Mar 70

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Ability, *Academic Achievement, Achievement Tests, Attitudes, Classroom Environment, Evaluation Methods, Factor Analysis, *Grade 8, Peer Relationship, Performance Factors, Predictive Ability (Testing), *Predictor Variables, School Attitudes, *Student Attitudes, Student Teacher Relationship
Identifiers—Ohio Survey Tests, SOP, *Student Opinion Poll

The components of school satisfaction among eighth graders as measured by the Student Opinion Poll (SOP) and the relationships of these components with various achievement and ability scores were determined through factor analysis. Four components of school satisfaction were interpretable in meaningful terms: teacher student relationships, student peer relationships, subject matter difficulty, and subject matter interest. Knowledge of this four dimensional attitude space provided information about the achievement-attitude relationship which was contrary to previous findings in the area. For example, school satisfaction should be considered in terms of the specific components; schools should not attribute student satisfaction to personality alone; and, finally, certain components of school satisfaction are significantly related to achievement and ability and do significantly increase the multiple correlation between ability and achievement. Further research is needed to better define the nature of these school satisfaction components and to discover their antecedents. (Author/PR)

ED 042 808 TM 000 090

Johnson, Richard W.

Use of Basic Interest Scales in Interpreting SVIB-W Occupational and Nonoccupational Scores.

Wisconsin Univ., Madison. Counseling Center.

Report No.—CCR-Vol-3-No-6

Pub Date Dec 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Correlation, Counseling, Employment Counselors, Guidance Counseling, *Interest Scales, *Interest Tests, *Occupational Guidance, Occupational Tests, Rating Scales, Test Interpretation, *Vocational Counseling, *Vocational Interests

Identifiers—*Strong Vocational Interest Blank for Women, SVIB-W

For a heterogeneous sample, the correlation coefficients between the Basic Interest Scales and the Occupational Scales and between the Basic Interest Scales and the Nonoccupational Scales of the Strong Vocational Interest Blank for Women (SVIB-W) are presented. Although the pattern of intercorrelations may be somewhat different for other samples, this sample is quite similar to that upon which the Basic Interest Scales were normed. The high positive and low negative correlations are listed separately so that a counselor may easily identify those basic interests which are probably contributing most significantly to the scores on the Occupational Scales. It is noted that some seemingly logical relationships between the Basic Interest and Occupational Scales did not occur. The use of the correlation coefficients by a counselor is illustrated. (DG)

ED 042 809 TM 000 092

Hall, Marian D. And Others

An Experimental Assessment Program in an Inner City School.

Pub Date Mar 70

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Auditory Visual Tests, *Classroom Environment, Classroom Observation Techniques, Disadvantaged Youth, Educational Testing, Grade 1, *Inner City, Interaction, *Learning Disabilities, Learning Motivation, Learning Processes, Predictor Variables, *Student Ability, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Urban Education

This study is an effort to assess both the internal and external conditions of learning. The sample included 99 first graders in four classrooms of one inner city school in a large midwestern city. The assessment measure was a battery of tests selected from frequently used tests of visual perception, auditory discrimination, language, memory, cognition, and motor skills. The inner city classrooms, when compared to standardized populations, showed much greater variability and significant means differences on the majority of test items. The patterns of disability fell into modal profiles that presented essential information for educational prescription. Behavioral observations of dependency and aggression, when combined with ratings of teacher-pupil interaction, yielded information about classroom climate. Short term gains from the study included modification of curriculum grouping and staffing. Long term gains are expected to include progress toward validating an assessment battery and supplemental knowledge about the interaction between the pattern of children's capabilities and the climate of the classroom. (Author/AE)

ED 042 810

TM 000 093

Turner, Robert V. DeFord, Edward F.
Follow-Up Study of Pupils with Differing Preschool Experiences.

Pub Date Mar 70

Note—8p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Academic Achievement, Academic Performance, Disadvantaged Youth, *Early Childhood Education, Educational Experience, *Grade 1, Learning Readiness, Preschool Children, Preschool Education, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Standardized Tests

Identifiers—*Head Start

A follow-up study of the Early Childhood Education Project (ECEP) was conducted in Richmond, Virginia to determine the effects of preschool experiences on selected aspects of pupil performance at the beginning and completion of grade 1. ECEP is a Head Start type program organized for the regular school year. The sample was divided into three groups: a random sample of children who entered kindergarten with no prior organized preschool experience, pupils who participated in the regular ECEP session, and pupils who participated in both the ECEP and the Summer Head Start programs. The groups were compared on learning readiness on entering grade 1, academic achievement at the end of grade 1, and certain behavioral characteristics, including intellectual abilities, leadership abilities, aggressive behavior, and withdrawn behavior as observed at the end of grade 1. The longer the duration of the preschool educational experience, the higher the scores on the Metropolitan Achievement test; reading and arithmetical concepts and skills gaining most. Results of both standardized tests and teacher ratings indicated that preschool experiences improved academic readiness and performance. (PR)

ED 042 811

TM 000 094

Kilpatrick, Jeremy
Evaluating a Unified Mathematics Curriculum.

Pub Date Mar 70

Note—4p.; From symposium "Problems of Evaluation in Developing Mathematics Curriculum Programs," American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Curriculum Development, *Elementary School Mathematics, Feedback, Junior

High School Students, *Mathematics Curriculum, Mathematics Instruction, *Program Evaluation, *Secondary School Mathematics, Student Evaluation, Superior Students, *Textbook Research

Identifiers—SSMCIS

A method of evaluating the Secondary School Mathematics Curriculum Improvement Study (SSMCIS) now in its fourth year at Teachers College, Columbia University, is discussed. The main task of SSMCIS is the production and tryout of textbook materials, although teacher training is also an important component. Informal teacher feedback and sporadic testing provide the main thrust of evaluation of this program to date. One study notes the discrepancy between the views of teachers and students on some features of the text materials and suggests the need to acquire more direct information from the students concerning course materials than has previously been the case. Most of the evaluation activities have concentrated on support functions rather than the project itself. The question of whether full-scale formative evaluation of the study would be any more effective in influencing curriculum revision is raised in the conclusion. (AE)

ED 042 812

TM 000 096

Centra, John A.

The College Environment Revisited: Current Descriptions and a Comparison of Three Methods of Assessment.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No—RB-70-44

Pub Date Aug 70

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*College Admission, College Bound Students, College Choice, *College Environment, Colleges, College Students, Evaluation Criteria, *Evaluation Methods, Factor Analysis, Institutional Research, Questionnaires, *Student Characteristics

Identifiers—QSCC

The "Questionnaire on Student and College Characteristics" (QSCC), designed to provide information about colleges that would be of interest to prospective students, was administered to upperclass students at over 200 institutions. This study provides a better understanding of relationships among the 135 items, identifies dimensions that differentiate among four-year institutions, and compares methods of assessing college environments. A factor analysis of the 77 perceptual items in the QSCC is presented and discussed; student perception and student self-report data from the QSCC are combined with published, objective information about each institution in order to further investigate differences among college environments. A total of 53 institutional characteristics were factor analyzed, resulting in six factors: Athletic vs. Cultural, Size with Cliquishness, Elitism, Activism with Flexibility, Student Satisfaction, and Social Life. Finally, the three methods of assessing the college environment—student perceptions, student self-reports, and objective institutional data—are compared by use of multimethod factor analysis, a new technique which removes method variance by focusing on correlations between rather than within methods of measurement. Several of the appendices include additional analyses of items in the QSCC. (Author/PR)

ED 042 813

TM 000 097

Lord, Frederic M.

The Self-Scoring Flexilevel Test.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—RB-70-43

Pub Date Jul 70

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Measurement Techniques, Models, Multiple Choice Tests, *Psychometrics, *Test Construction, *Testing, Testing Problems, *Tests

Identifiers—Flexilevel Test

Certain modifications of a conventional test are proposed which force the item difficulty level to adjust automatically to the ability level of the examinee. The modified test is called a flexilevel test. Although different examinees take different

sets of items, the scoring method provides comparable scores for all. Furthermore, the test is self-scoring. These advantages are obtained without some of the usual disadvantages of tailored testing. Preliminary results indicate that flexilevel testing is more effective than conventional testing whenever the need to obtain accurate measurement over a wide range of ability would otherwise require an unusually wide spread of item difficulty in a conventional test. (Author/AE)

ED 042 814

TM 000 098

Selected References in Educational Measurement; Evaluation and Advisory Series. Third Edition.

Educational Testing Service, Princeton, N.J.

Pub Date Jul 70

Note—41p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (No charge)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Educational Research, *Educational Testing, *Measurement, *Reference Materials, *Resource Guides, Test Construction

Identifiers—*Educational Testing Service

This classification and annotation of a sampling of reference sources in educational measurement is presented as an aid to literature searches for students, educators, psychologists, and researchers. The sources are grouped under four major headings: reference volumes, books, professional journals, and materials available from test publishers. The book sources are further subdivided into six categories: Measurement Theory and Methods; Measurement in Education; Measurement in Guidance; Test Construction; Commentaries on Testing; and Miscellaneous. Each of the four main groupings is preceded by a descriptive note and the sources which follow are arranged in a sequence which moves from the general to the specific. The annotations are descriptive rather than evaluative. (Author/PR)

ED 042 815

TM 000 103

Kriewall, Thomas E. Hirsch, Edward

The Development and Interpretation of Criterion-Referenced Tests.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Feb 69

Grant—OEC-5-10-154

Note—26p.; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, Feb 1969

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Arithmetic, Behavioral Objectives, *Computer Assisted Instruction, *Criterion Referenced Tests, *Item Sampling, Measurement Techniques, Probability Theory, *Test Construction, Testing, *Test Interpretation, Test Reliability, Test Validity

As an alternative to a classical test theory basis for criterion-referenced test construction, it is proposed that a strict item-sampling model be used. The computer's role in such a model is outlined. The assumptions of the model are carefully defined and its properties reviewed. The relationship between mastery criteria and such sampling plans as single sampling, simple curtailed sampling, and the use of the sequential probability ratio test is discussed. Representative operating characteristic curves for a number of different plans are included. Suggestions are offered for reducing the testing time needed to detect mastery attainment levels which are consistent with the Newman-Pearson theory of hypothesis testing. Applications are indicated, and an example included, in the area of computer-generation and administration of criterion-referenced tests of mastery in selected arithmetic skills. (DG)

ED 042 816

TM 000 106

Hambleton, Ronald K. Traub, Ross E.

Analysis of Empirical Data Using Two Logistic Latent Trait Models.

Massachusetts Univ., Amherst. School of Education.

Report No—TR-3

Pub Date Mar 70

Note—34p.; Presented at the annual meeting of American Educational Research Association, Minneapolis, Minnesota, March 1970

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Achievement Tests, Aptitude Tests, Item Analysis, *Mathematical Models, Scores, *Statistical Analysis, *Statistics, Student Ability, Test Results

Identifiers—Ontario Scholastic Aptitude Tests, OSAT, SAT, Scholastic Aptitude Test

Georg Rasch has developed a new one-parameter latent trait model to explain the performance of examinees on achievement tests. The model can be viewed as a special case of Birnbaum's two-parameter logistic model where all items are assumed to have equal discriminating power. Birnbaum's model permits items to vary in discriminating power. Both models assume that guessing does not occur. This study compares how well the one- and two-parameter models fitted different sets of empirical data. For each model, a measurement of agreement was made between the expected and obtained distributions of ability estimates using three sets of data. The results revealed that the more general the model, the better the fit with real data. (Author/DG)

ED 042 817 TM 000 107

Draft: Joint Federal/State Task Force on Evaluation Comprehensive Evaluation System—Current Status and Development Requirements.

Scientific Educational Systems, Inc., Washington, D.C.

Pub Date Jan 70

Note—170p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Data Analysis, Data Collection, *Evaluation, Evaluation Criteria, Evaluation Needs, Evaluation Techniques, *Federal Programs, Federal State Relationship, Input Output Analysis, Management Systems, Measurement, *Measurement Instruments, *Program Evaluation, Reports, Sampling, School Statistics, State Agencies, State Departments of Education, Statistical Surveys, *Systems Analysis, Systems Approach

Identifiers—Belmont Group Project, Elementary and Secondary Education Act, ESEA, JCES, *Joint Comprehensive Evaluation System, National Defense Education Act, NDEA, Vocational Education Amendments Act

The Joint Federal/State Task Force on Evaluation (the Belmont Group) is currently developing a Joint Comprehensive Evaluation System (JCES) for the federally funded programs under the federal acts listed above. It is planned that JCES will replace the multiplicity of evaluation systems (and paper work) under the separate existing programs. This report covers Phase II of the project and emphasizes a systems analytic viewpoint. One of the distinctive features of JCES is its concern with the evaluation of the management of the funding process, as well as with the impact of the substantive programs being funded. The JCES evaluation model is described in some detail, including goals, objectives, systems elements, and variables. The statistical data sub-systems, including the instruments to be used, are characterized and analyzed. The system reporting requirements are discussed and specified. The data analysis plan requirements are outlined. JCES implementation schedules, working organization, and manpower requirements are noted. Political and practical implementation problems are discussed. The sampling designs to be used are described in detail. Finally, brief discussions of the requirements for the further development of the total JCES are included. The appendices to this report are available as TM 000 108. [Page 54 is blank and omitted.] (DG)

ED 042 818 TM 000 108

Draft: Appendices for Joint Federal/State Task Force on Evaluation Comprehensive Evaluation System—Current Status and Development Requirements.

Scientific Educational Systems, Inc., Washington, D.C.

Pub Date Jan 70

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Evaluation, Evaluation Criteria, Evaluation Needs, Evaluation Techniques, *Federal Programs, *Federal State Relationship, Measurement, *Measurement Instruments, *Program Evaluation, State Agencies, State Departments of Education

Identifiers—Belmont Group Project, Elementary and Secondary Education Act, ESEA, JCES, *Joint Comprehensive Evaluation System, National Defense Education Act, NDEA, Vocational Education Amendments Act

This document includes the appendices to the report listed above (TM 000 107). Appendix A is a copy of the Belmont Agreement, and Appendix B a list of the twenty states in the Belmont Group. In Appendix C, a detailed summary of all the legislative titles covered by the Joint Comprehensive Evaluation System (JCES) is given. Appendix D includes a further consideration of the evaluation questions covered in the main report. The final appendix discusses in detail all of the JCES instruments. (DG)

ED 042 819 TM 000 112

Guide to the Evaluation and Accreditation of Secondary Schools.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Secondary Schools.

Pub Date 69

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Academic Standards, *Accreditation (Institutions), Committees, *Educational Improvement, Educational Policy, *Evaluation Criteria, *Program Evaluation, *Secondary Schools, Southern Schools

The bulletin describes the function of the Southern Association of Colleges and Schools and gives suggestions to member schools and others seeking membership, as to the standards required for proper evaluation of their programs. The procedures necessary for accreditation are detailed and the responsibilities of member schools in maintaining their memberships are defined. Suggestions are given to assist the schools in planning, organizing, and interpreting evaluation results and for establishing the various committees necessary to carry out the different functions. The functions of the various committees are also specified. The standards of the Commission on Secondary Schools are described in greater detail in TM 000 113. (LR)

ED 042 820 TM 000 113

Standards for Secondary Schools.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Secondary Schools.

Pub Date 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academic Standards, *Accreditation (Institutions), *Educational Improvement, Educational Policy, Educational Principles, Educational Research, *Evaluation Criteria, *Program Evaluation, *Secondary Schools, Southern Schools

This bulletin, a companion piece to that described in TM 000 112, describes the role of the Commission on Secondary Schools in the development of standards and the formulation of accreditation procedures aimed at improving the schools of the South. It delineates the broad principles and standards required for accreditation and indicates the evaluation approach required of the school for securing membership in the Southern Association of Colleges and Schools. Nine basic principles are set forth, accompanied by a variety of standards for their implementation. The principles cover such matters as democratization of administrative matters, the foundation of the school's program in the needs and aspirations of those it serves, analysis and selective use of community resource, adequate program organization and personnel for all aspects of the school system, suitable environment, proper physical facilities, satisfactory budgetary and funding procedures, and experimental programs aimed at general improvement. (LR)

ED 042 821 TM 000 129

Kerpelman, Larry C. Weiner, Michael J.

Activity Scale.

Pub Date Aug 70

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Activism, *Behavior Rating Scales, Individual Activities, Interest Tests, *Political Influences, Social Action, Student Behavior, Student Interests, *Student Participation, *Tests

Identifiers—*Activity Scale

This twenty-four item scale assesses students' actual and desired political-social activism in terms of physical participation, communication activities, and information-gathering activities.

About ten minutes are required to complete the instrument. The scale is divided into two sub-scales. The first twelve items (ACT-A) question respondents on their Actual Activity, i.e., the average actual frequency of participation in various sociopolitical activities during the prior three years. The remaining items (ACT-D) ask the respondents to indicate their Desired Activity, i.e., the average desired frequency of participation in the same activities during the same period had the respondent been free of all obligations. Scoring of the subscales is a simple sum of weighted response alternatives. Response alternatives (a) are given a weight of 1; (b), 2; (c), 3; (d), 4; (e), 5. These are summed for the subscales; ACT-A consists of the sum of scores for items 1-12; ACT-D consists of the sum for items 13-24. Scores on each subscale can range 12 (low activity) to 60 (high activity). In previous research, college student sociopolitical activists were found to score significantly higher than nonactivists on both ACT subscales. Split-half reliabilities were also high: 0.93 and 0.96 for the ACT-A and the ACT-D subscales respectively. (Author)

ED 042 822 TM 000 132

Suinn, Richard M. Oskamp, Stuart

The Predictive Validity of Projective Measures.

Pub Date 69

Note—171p.

Available from—Charles C Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois (\$8.65)

Document Not Available from EDRS.

Descriptors—Behavior, Bibliographies, Individual Characteristics, *Personality Tests, *Predictive Validity, *Projective Tests, Psychiatry, *Psychological Tests, Psychology, Psychotherapy, *Research Reviews (Publications), Testing, Test Validity

Written for use by clinical practitioners as well as psychological researchers, this book surveys recent literature (1950-1965) on projective test validity by reviewing and critically evaluating studies which shed light on what may reliably be predicted from projective test results. Two major instruments are covered: the Rorschach and the Thematic Apperception Test. Other techniques reviewed include Drawing Tests, Bender-Gestalt Test, Szondi Test, Sentence Completion Tests, and the Clinical Interview. Critical evaluation is stressed rather than simple description. (Author/CK)

UD

ED 042 823 UD 010 500

Henderson, Norman B. And Others

The Differential Rate of Promotion from the First Grade in School for White and Negro, Male and Female 7-Year Old Children.

Pub Date 70

Note—26p.; Paper presented at the Western Psychological Association Convention, Los Angeles, Calif., 1970

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Academic Achievement, Caucasian Students, Educational Diagnosis, Elementary Schools, *Elementary School Students, Grade Repetition, Instructional Program Divisions, Negro Students, *Racial Differences, *School Policy, *Sex Differences, Socioeconomic Status, Student Evaluation, *Student Promotion Identifiers—Oregon

The children followed at the University of Oregon Medical school site of the Collaborative Study on Cerebral Palsy, Mental Retardation and Other Neurological and Sensory Disorders of Infancy and Childhood comprised the research population. This study included 910 children—all of those completing the seven-year examination. About 65 percent were white and 33 percent Negro. Control is instituted for socioeconomic-educational status and age. Thirty-five percent of white males, 49 percent of white females, and 45 percent of Negro males and females completed first grade when tested. Of these, 38 percent of white boys, 13 percent of white girls, seven percent of Negro boys, and five percent of Negro girls were retained in the first grade. The higher rate among white boys than Negro boys contradicts prevalent expectations. The difference in the promotion-retention rate for this sample of

white boys in comparison to Negro boys is not a function of lower mean school achievement nor of mean intelligence scores. In part, it can be explained by greater homogeneity of achievement by the Negro children. The higher retention rates for white boys appeared to be a function also of the promotion policies of schools serving low socio-economic groups. (Authors/JM)

ED 042 824 UD 010 501

Harris, Beatrice Brody, Lawrence
Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the Fourth Year of Longitudinal Study on the College Discovery and Development Program.
City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—DTE-R-70-13

Pub Date Jun 70

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—Academic Achievement, College Admission, College Bound Students, College High School Cooperation, *College Preparation, *College Programs, *Disadvantaged Youth, Ethnic Distribution, *High School Students, Longitudinal Studies, Socioeconomic Background, Student Characteristics

Identifiers—CDDP, City University of New York, *College Discovery and Development Program, New York

This fourth annual report describes the educational progress of students who had been admitted to the College Discovery and Development Program. In general pattern the implementation of the program remained unchanged from the previous year although there were a number of specific changes including those among staff and student personnel and budgetary arrangements. Data on socioeconomic background and previous achievement were collected and analyzed. Students in the different centers participating in the program differed significantly in mother's education, total weekly income, number of rooms in apartment, number of years at present address, and Adjusted Life Chance Scale score. No differences were found in age of students, father's education, monthly rent, and number of persons in apartment. It was found that, on the whole, first year students were performing on grade level in each of the subtests of the Metropolitan Achievement Test; overall academic average was the 70's for the eighth and ninth grades. For all the classes, first to fourth years inclusive, however, the academic average was approximately 72. By June, 1969 fourth year students had completed their first year in college, either in branches of the City University or private colleges. Third and fourth year students viewed on the basis of past achievement and socioeconomic data as students who would most likely not complete high school, went on to reverse this prognosis in a remarkable manner. (RJ)

ED 042 825 UD 010 504

Howe, Harold And Others

Racism and American Education: A Dialogue and Agenda for Action.

Pub Date 70

Note—159p.

Available from—Harper & Row, Publishers, New York, N.Y. (CN199, \$1.95)

Document Not Available from EDRS.

Descriptors—Black Power, Class Attitudes, Educational Administration, Educational Attitudes, *Educational Improvement, Ethnic Studies, *Race Relations, Racial Attitudes, Racial Discrimination, *Racial Factors, *Racial Integration, Racially Balanced Schools, Self Concept, Unions

As a part of the responsibilities of the President's Commission for the Observation of Human Rights Year, a small group of diverse specialists was called together in 1968 to explore the role of education in combating racial discrimination. An agenda for action was prepared (using the education section of the Kerner Report) and used as a basis for the dialogue between members. This comprises the major portion of the report. In Part I, the discussion covers the following: "Racism and the Structure of American Schools"; "Competitive Systems and Structural Change"; "Class, Race, Separatism, and Integration"; "Ignorance and Identity"; "Black Studies"; "Black and White Colleges"; "Race and Teacher Training"; "Teacher Performance"; "Teachers

Unions"; "Educational Rigidities"; and, "Changing the Climate of Prejudice." Part II contains the Agenda for action including twenty specific action recommendations: (1) to effect attitudinal changes; (2) to bring about structural and attitudinal changes; and, (3) to bring about changes designed to improve the quality of education. (DM)

ED 042 826 UD 010 505

Burke, David

Upward Bound/Los Angeles County Probation Department Program Report.

Claremont Graduate School and Univ. Center, Calif.

Pub Date 69

Note—28p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Aspiration, Corrective Institutions, Counselor Evaluation, Decision Making, *Delinquent Rehabilitation, *Disadvantaged Youth, *Group Dynamics, Institutional Role, Probationary Period, Secondary Education, Social Differences, Student Adjustment, *Student Evaluation, Student Motivation, Teacher Evaluation

Identifiers—California, Claremont Colleges, Los Angeles County Probation Department Program, *Upward Bound

During the summer of 1969, 16 youths from the Los Angeles County Probation Department's facilities participated in the Upward Bound program at the Claremont colleges together with 60 other students from surrounding communities. This program was established to provide the probation department with information useful in establishing similar joint programs with other private institutions. Goals of the program were to: motivate the probationers, raise educational aspirations, reduce contacts with the police, and reduce recidivism. Part I of the report contains impressions about the program gathered through interviews with students and staff. The findings were that: orientation and selection procedures were inadequate; some staff were too young, with a resulting lack of authority in handling behavior and discipline problems; and, the academic component was not sufficient. Students, however, felt the program was valuable and that a continuing relationship would be beneficial. Students also thought that their motivation and aspiration had increased, but doubted any effect on future recidivism. Part II of the report contains testing and personal data on the probationers, focusing on some intellectually talented youth. Part III contains program alternatives to counterproductive juvenile institutions. A bibliography is included. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 042 827 UD 010 506

Spuck, Dennis W. And Others

Description of a Compensatory College Education Program for the Disadvantaged and Its Associated Research and Evaluation Program.

Claremont Graduate School and Univ. Center, Calif.

Pub Date 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Behavioral Science Research, College Preparation, College Students, *Compensatory Education Programs, Counseling, Cross Cultural Studies, Economically Disadvantaged, *Educationally Disadvantaged, *Educational Research, Educational Testing, Evaluation Methods, Institutional Research, Minority Groups, *Program Evaluation, Psychological Testing, Success Factors

Identifiers—California, Claremont Colleges, *Program Of Special Directed Studies, PSDS

This paper reports on a large-scale project of research and evaluation of a program for disadvantaged minority group students conducted by the Center for Educational Opportunity at the Claremont Colleges. The Program of Special Directed Studies for Transition to College (PSDS), a five-year experimental project, is aimed at providing a four-year, high quality college education for educationally and economically disadvantaged minority group students. Forty students were admitted in 1968 with full financial support. A three-week orientation program tailored their course load to their abilities and interests, with adequate and individualized

counseling. Two years are allowed to qualify for regular admission with no grades recorded on the permanent transcript during this time. The research intrinsic to the program is for the purposes of: (1) investigating the consequences of special collegiate arrangements; (2) evaluating and accounting for areas of success and failure; (3) making research available locally and nationally; and, (4) providing bases for desirable changes in PSDS and other programs. The research design is a pre-test, post-test control group allowing for analysis of test scores. The multivariate definition of "success" and evaluative measures to be used are included. (Authors/DM)

ED 042 828 UD 010 512

A Summary of the 1969 School Decentralization Law for New York City (As Passed by the New York Legislature April 30, 1969).

New York City Office of Education Affairs, N. Y.

Pub Date 69

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Administrative Personnel, *Community Control, Community Involvement, Community Zoning, Curriculum Planning, *Decentralization, *Educational Administration, Educational Facilities, *Educational Legislation, Elementary Education, Financial Policy, Legal Problems, Metropolitan Areas, Parent Participation, School Community Relationship, Secondary Education, *State Legislation, Teacher Attitudes

Identifiers—New York City

This report is a summary of New York City's school decentralization law for the use of educational and community personnel. The New York City Office of Education Affairs of the Human Rights Administration (HRA) prepared and distributed the report as a public service in response to requests for explanation of the law. No editorial opinion was expressed, nor any attempt made to interpret unclear and ambiguous portions of the law. Where the language of any provision raises glaring questions, the summary calls attention to the problem and some different possible interpretations, but for the most part just sets forth what the law says. The report includes: (1) introduction; (2) background and transition provisions; (3) timetable; (4) nature and creation of new community school districts; (5) composition and election of new community and city school boards; (6) jurisdiction and authority of community and city school boards; (7) position and authority of the chancellor; and (8) provisions regarding special areas of responsibility including parent participation, finances, curriculum, construction, and teaching personnel. (DM)

ED 042 829 UD 010 516

Lara-Braud, Jorge

Browns in Anger: The Overlooked Minority.

Pub Date Jun 69

Note—10p.; Speech given before the Public Affairs Council, Washington, D.C., June 5, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Bilingual Education, *Civil Disobedience, Collective Bargaining, Culture Conflict, Educational Disadvantage, Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), Government Role, Legal Problems, *Mexican Americans, Migrant Workers, Police Community Relationship, Public Officials, *Race Relations, *Self Concept, Unions, Wages

This speech advocates that Mexican-Americans must undergo a process of radicalization to attempt to transfer anger from deeds to words. This minority is losing faith in speech as a means of redress, but corrective measures should come through dialogue and not collision. Few Mexican Americans designated themselves "browns" a year ago—but it is now necessary, given the growing black-white polarization. This affirms the Mexican-American self-identity. Browns constitute the second largest and most destitute minority, yet they retain faith in and patriotism toward America. Lack of collective bargaining and "green card" practices maintain an oversupply of unskilled labor and depressed wages. Brown education is a disaster area. Justice is arbitrary, and police seem to be waging undeclared war in brown communities. Equal opportunity in employment is a hoax to a people denied the basic rights of collective bargaining, education, and justice. The author says the situation can

lead to anarchy; without the protection of the rights of minorities, the majority flirts with its own eventual demise. (Author/DM)

ED 042 830 UD 010 519

Williams, Frederick, Ed.
Language and Poverty: Perspectives on a Theme.
Institute for Research on Poverty Monograph Series.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 70

Note—459p.

Available from—Markham Publishing Co., Chicago, Ill. (\$8.95)

Document Not Available from EDRS.

Descriptors—Bilingualism, Child Language, Cognitive Development, Disadvantaged Youth, *Economic Disadvantage, *Language, *Language Development, Language Handicaps, *Language Programs, Negro Dialects, *Non-standard Dialects, Reading Instruction, Social Dialects, Socialization, Socioeconomic Status, Sociolinguistics, Spanish Speaking, Urban Language

The collection of papers bearing on language and poverty comprising this book includes: "Some Preliminaries and Prospects" (F. Williams); "Teaching Reading in an Urban Negro School System" (J. Baratz); "A Sociolinguistic Approach to Socialization" (B. Bernstein); "Some Philosophical Influences Underlying Preschool Intervention for Disadvantaged Children" (M. Blank); "The Neglected Situation in Child Language Research and Education" (C. Cazden); "How to Construct Effective Language Programs for the Poverty Child" (S. Engelmann); "Bilingualism and the Spanish-Speaking Child" (V. John and V. Horner); "The Logic of Nonstandard English" (W. Labov); "Language Theories and Educational Practices" (P. Menyuk); "Maternal Language Styles and Cognitive Development of Children" (E. Olim); "Language, Poverty and the North American Indian" (L. Osborn); "Biological and Social Factors in Language Development" (H. Osser); "Towards the Standardized Assessment of the Language of the Disadvantaged Children" (R. Severson and K. Guest); "The Sociolinguist and Urban Language Problems" (R. Shuy); "Toward a History of American Negro Dialect" (W. Stewart); "Language, Attitude and Social Change" (F. Williams); and, "Some Viewpoints of the Speech, Hearing, and Language Clinician" (D. Yoder). (JM)

ED 042 831 UD 010 521

Sullivan, Howard J. Labeaune, Carol
Effects of Parent-Administered Summer Reading Instruction.

Pub Date Mar 70

Note—12p.; Paper presented at the AERA Meeting, Minneapolis, Minn. March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Achievement Gains, Directed Reading Activity, Home Study, *Kindergarten Children, Parental Background, *Parent Participation, Participant Involvement, Reading Achievement, Reading Instruction, Reading Materials, *Reading Programs, *Summer Programs

Identifiers—*California, Southwest Regional Laboratory, Summer Reading Program, SWRL
The Southwest Regional Laboratory (SWRL) has developed and initially field tested during summer 1969 a Summer Reading Program (SRP) designed to prevent the decrement in kindergarten children's academic achievement caused by the lack of instruction and practice during the summer. Each parent supervised his child at home in structured reading practice. The parents of 183 of the 244 kindergarten children in the SWRL First-Year Reading Program agreed to participate. Two schools in a third urban Southern California district were intentionally selected on a post facto basis to obtain a comparison group of 30 subjects. A package of structured guidelines for the parents and ten sets of pupil materials (one per week) were mailed to each participant. The guidelines explained the organization and schedule for the program and described specific procedures to be used by parents in applying the various materials. Sources of transactional and achievement data included the pretest and posttest for the program, the SRP Rating Sheet, and the Weekly Record Sheets. Post-summer achievement by the children was

found to be higher than their pre-summer performance, an encouraging reversal of the normal trend. (JM)

ED 042 832 UD 010 522

Upward Bound; Ideas and Techniques: A Reference Manual.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-50061

Pub Date 70

Note—95p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS-5.250-50061, \$1.75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*College Curriculum, College High School Cooperation, College Preparation, Community Involvement, *Compensatory Education, Educational Opportunities, Financial Support, *Higher Education, Post Secondary Education, *Student Personnel Services, Techniques

Identifiers—Bridge Program, Public Law 90575, Talent Search Program, *Upward Bound

The following topics are the subject of capsule summaries of Upward Bound (UB) program techniques that make up the major portion of this book, having been compiled from information submitted by project staff, consultants, and others who have seen Upward Bound in action during the past four years: recruiting students; curriculum, including curriculum design, combined studies, arts and fine arts, the humanities, science, mathematics, social studies, and Bridge programs; academic year program—on and off campus; high school involvement; counseling; student government; inter-project events; parental involvement; community involvement; college aid and programs, including financial aid, typical college costs, fundraising, and freshman support; and, as appendices—transfer legislation, UB summary 1969-70, UB programs 1969-70, bibliography, cross reference to "Ideas Exchange" (a monthly magazine published by UB), and Talent Search Program, 1969-70. (JM)

ED 042 833 UD 010 530

Purl, Mabel C.

[The Riverside School Integration Study: Introduction, Period Survey, and Teacher Questionnaire.]

Riverside Unified School District, Calif.

Pub Date 70

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Academic Achievement, Anglo Americans, Caucasian Students, Elementary School Teachers, *Integration Effects, Integration Studies, Mexican Americans, Negro Students, *Parent Attitudes, School Integration, Social Attitudes, Student Attitudes, *Teacher Attitudes

Identifiers—*California, Riverside Unified School District

The introductory section of this integration study discusses: the purposes of the study, emphasizing the assessment of the effects of integration on the academic achievement, attitudes, and aspiration of both minority and majority children; the agencies doing the study; the historical background of the study; the sampling procedures and summary characteristics of the children selected as subjects; the techniques by which the children are being evaluated; the proposed methods of data analysis to be applied; the funding of the project; and, the accessibility to the information collected of the interested public, emphasizing the protection of privacy afforded by their procedures. An analysis of the "questionnaire on experience of elementary school teachers with school desegregation," administered from September 1966 to March 1968, and a continuation of the analysis of the questionnaire data are provided. A summary of the analysis of a survey of parent attitudes toward schools, which involved interviews with almost 1200 parents during the spring and summer of 1969, is also provided. [The questionnaire in this study will not be legible in hard copy because of the size of the print.] (JM)

ED 042 834 UD 010 531

Helm, Lelia

Final Report. Survey of Penfield School District Residents' Reactions to the Penfield-Rochester Transfer Program.

Pub Date Jul 70

Note—39p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bus Transportation, *Community Support, Integration Methods, *Parent Attitudes, Parent Reaction, Restrictive Transfer Programs, *School Integration, Social Attitudes, Suburban Schools, Suburban Youth, *Transfer Programs, Transfer Students, Urban Schools, Urban Youth

Identifiers—*New York

This report is based on results from a panel study of residents of Penfield, N.Y., a community instituting a suburban-urban transfer with the City School District of Rochester in September 1968. Two interviews were conducted in September 1968 and in June 1969 with the same respondents: a random sample of district resident, a random sample of parents and school district elites. Results indicate consistent and general support of about 50 percent of the total for the program among all three samples. However, opposition increased over the period studied by a very slight amount to about 30-35 percent of the total. Little real polarization appears to have taken place among respondents contrary to expectations. In the community in general the transfer program is not a controversial issue and has received little attention in the newspapers. At present the transfer program continues to function smoothly although the potential for dissent within the community is latent. [Not available in hard copy due to the marginal legibility of the original document.] (Author/JM)

ED 042 835 24 UD 010 535

Gillooly, William B. Thomas, Charles L.

The Effects of Familiarization on the Verbal Intelligence Test Performance of Socially Disadvantaged Youth. Final Report.

Indiana Univ., Bloomington; Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-041

Pub Date 30 Jun 70

Grant—OEG-0-8-080041-3659(010)

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Disadvantaged Youth, *Elementary School Students, Group Intelligence Tests, *Inner City, *Intelligence Tests, *Performance Factors, Relevance (Education), Socially Disadvantaged, Socioeconomic Status, Testing Problems, Verbal Learning, Verbal Tests

Identifiers—California Test of Mental Maturity, Maryland

An experiment employing a 2x2x3 factorial design sought to determine the extent to which socially disadvantaged elementary school students' unfamiliarity with some terms in a verbal subsection of a group intelligence test may account for their relatively poor performance on such tests. Training was provided so as to attempt improvement in these students' test performance. Fourth, fifth, and sixth grade disadvantaged children (288 in number) were randomly assigned within sex and classrooms either to a relevant or irrelevant familiarization condition. Four trials of pronouncing and writing 20 verbal items later encountered in context as part of a modified Subtest Number 7 of the California Short-Form Test of Mental Maturity comprised the familiarization process. Treatment differences involved different word lists. Immediately following this, students read the story part of the Subtest and answered the 25 multiple-choice questions. A spelling test on the 20 relevant terms followed. Analysis of variance of the data showed that although the "relevant familiarization" group was superior to the "irrelevant familiarization" group on the spelling test, there were no significant differences between the groups on Subtest 7. Further analysis disclosed that only a minority of the "relevant familiarization" group managed to finish the experimental treatment before being introduced to the story; results were, thus, held to be inconclusive. (Authors/JM)

ED 042 836 UD 010 537

Activities of the Community Education Planning Project of the Ocean View, Merced Heights, Ingleside Community Association, February 1, 1967 Through December 31, 1969.

San Francisco Unified School District, Calif.

Pub Date 24 Feb 70

Note—88p.; Rough Draft

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—*Community Education, Community Involvement, *Community Programs, Curriculum Development, *Elementary Education, Elementary School Students, Elementary School Teachers, Reading Programs, *School Community Programs, School Community Relationship, Student Attitudes, Teacher Attitudes

Identifiers—*California, CEPP, Community Education Planning Project, Ocean View Merced Heights Ingleside Community

This report focuses on the planning stages and first and second years of operation of the Community Education Planning Project (CEPP) of the Ocean View, Merced Heights, Ingleside (OMI) Community Association. Curricular and program changes in the planning period in the seven elementary schools of the area envisaged the development of these schools as exemplary ones. In the first operational year the project became a language arts program with emphasis on reading and community involvement. In the second operational year it became a reading project stressing on research and community involvement. The report also includes: research progress report on CEPP; evaluation instruments developed or adapted for use; some preliminary evaluation information; teacher workshop schedules; some services reaching outside the OMI area; and, the accomplishments of the OMI Community Association. Samples of Workshop evaluation sheets, attitude surveys, and skill inventories are included. [Because of the quality and size of the type, several pages of this document, including some tables, will not reproduce in hard copy (HC).] (RJ)

ED 042 837

UD 010 540

Goldstein, Ellen R.

Principal Sources for the Study of the Mutability of Intelligence and the Epidemiology of Mild Mental Retardation. ERIC-IRCD Urban Disadvantaged Series, Number 19.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Contract—OEC-0-9-420088-2327(010)

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Annotated Bibliographies, Cognitive Development, Disease Control, Disease Rate, Early Childhood Education, Intelligence Differences, *Intelligence Level, Intelligence Tests, *Mental Retardation, Mental Tests, National Intelligence Norm, Negro Achievement, *Resource Materials, *Retarded Children, Verbal Development

Identifiers—England, Scotland, Sweden, United States

This extensively annotated bibliography supplements an article by Zana Stein and Mervyn Sussner entitled "Mutability of Intelligence and Epidemiology of Mild Mental Retardation," appearing in "Review of Educational Research," Volume 40, Number 1, February 1970, pages 29-67. Resource materials listed focus on: the fate of National intelligence; cognitive and social changes in the feeble minded; intelligence trends in certain districts of England; mental and scholastic tests for retarded children; schooling and IQ, Negro intelligence and achievement; early education of the retarded and disadvantaged; verbal development of imbecile children; prevalence of mental deficiency in Sweden; Scottish intelligence surveys of eleven-year-old children; adult status of children with contrasting early experiences; growth and development of mongoloids in infancy and early childhood; intelligence increments in families of dull children; institutional residence and intellectual functioning; and, the intelligence of East Tennessee mountain children. (RJ)

ED 042 838

UD 010 541

Kepecs, Mary, Ed. Ross, Ellen, Ed.

Increasing the Options for Wholesome Peer Level Experiences Across Racial, Cultural, and Economic Lines: Highlights of the Eighth National Conference on Equal Educational Opportunity, Washington, D.C., February 19-21, 1970.

National Education Association, Washington, D.C. Center for Human Relations.

Pub Date 21 Feb 70

Note—12p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$0.50; discounts on quantity orders)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrator Attitudes, American Indians, Bus Transportation, Changing Attitudes, Civil Rights, *Conferences, Cultural Differences, Culture Conflict, Economic Factors, *Equal Education, Integration Effects, Integration Plans, Negro Students, *Race Relations, Relevance (Education), *School Integration, School Segregation, Southern Attitudes

Identifiers—*Conference on Equal Educational Opportunity, Peace Corps

This booklet is comprised of summaries of contributions to the Eighth National Conference on Equal Educational Opportunity. National Education Association President, George Fischer, expresses views about changing attitudes, cultural differences, Southern school desegregation, busing, and the Nixon administration. Mrs. LaDonna Harris, a Comanche Indian, focuses on the problems of the American Indian people, and contends that Peace Corps work with people of different cultures all over the world is futile when the problems of cultural difference in the United States remain unsolved. Leon Panetta talks of the need for leadership and clear thinking on the issue of desegregation in order to prevent worsening of relations between the races. Roy Innis offers an alternative to the Department of Health, Education and Welfare plan for desegregation. Charles Gonsales, student NEA president, enjoins educators to begin asking some basic questions about the great cleavage between "our national goals and our national behavior." Mrs. Gwendolyn Woods, National Coordinator of the National Association of Black Students discusses the recommendations that the Association proposes to create an educational experience that is relevant to the black student and to the people the black student would wish to serve. The booklet also includes the resolutions made by the participants at the Conference. (RJ)

ED 042 839

UD 010 542

Hearing Before the United States Commission on Civil Rights, San Antonio, Texas, December 9-14, 1968.

Commission on Civil Rights, Washington, D.C.

Pub Date 69

Note—1296p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Civil Rights, Equal Education, Equal Opportunities (Jobs), Equal Protection, *Mexican Americans, *Social Discrimination, *Southern States, Spanish Americans

Identifiers—Arizona, California, *Civil Rights Act Of 1957, Colorado, Commission On Civil Rights, New Mexico, Texas

The United States Commission on Civil Rights held hearings in San Antonio, Texas from December 9 to 14, 1968 under the authority of the Civil Rights Act of 1957. The purpose of the hearing was to collect information regarding the civil rights problems of Mexican Americans in the five Southwestern States. Of concern were the issues of education, employment, economic security, and the administration of justice as they affect Mexican Americans in Texas, Arizona, California, Colorado, and New Mexico. The hearing was designed to explore in one city, San Antonio, civil rights problems that are representative of problems elsewhere in the Nation. The hearing was divided into two parts after the opening session of December 9. There was an executive session, held on Dec. 9, and then a public session, lasting from Dec. 9 to December 14. The transcript of the hearings is illustrated by exhibits presented at the hearings. (JM)

ED 042 840

UD 010 546

Cox, T., Ed. Waite, C. A., Ed.

Teaching Disadvantaged Children in the Infant School.

Wales Univ., Swansea. Dept. of Education

Pub Date 70

Note—68p.

Available from—Department of Education, University College of Swansea, Wales, Great Britain (\$1.08)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Compensatory Education, Compensatory Education Programs, *Disadvantaged Youth, Drama, Language Skills, Mathematics Instruction, Preschool Curriculum, *Preschool Education, *Preschool Programs, Reading Materials

Identifiers—*Great Britain, United States

This collection of articles on compensatory preschool education is chiefly the result of a conference at the University College of Swansea, Wales, during the Easter vacation of 1969. Articles include the following: (1) "Compensatory education and the infant school"; (2) "Compensatory programmes and early childhood education in the U.S.A."; (3) "The development and importance of language skills of disadvantaged children"; (4) "New approaches and published materials for teaching disadvantaged readers"; (5) "The development of mathematical skills in infant school children"; (6) "Drama as an aid to fuller experience—with notes on practical work of a study group"; (7) "Report by a study group considering aspects of children's reading material"; and, (8) "Some notes on the use of audio-aids with disadvantaged children." The articles predominantly concern education of disadvantaged children in British infant schools, with the exception of one relating to the United States (item number 2). Two contributions—items (6) and (7)—have a wider reference than merely to preschool education. (JW)

ED 042 841

UD 010 547

Fancher, Betsy

Voices from the South: Black Students Talk About Their Experiences in Segregated Schools. Special Report.

Southern Regional Council, Atlanta, Ga.

Pub Date Aug 70

Note—51p.

Available from—Southern Regional Council, 5 Forsyth Street, N.W., Atlanta 3, Ga. (\$0.50)

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Activism, Black Power, *Integration Effects, Interviews, Negative Attitudes, *Negro Students, *Race Relations, Racism, *School Integration, School Segregation, Southern Attitudes, *Student Attitudes

Identifiers—Alabama, Beaufort, Charlotte, Greenville, Mobile, North Carolina, South Carolina, Southern Communities

The Southern Regional Council interviewed students in four widely diverse Southern communities, in July of 1970, about their experiences in desegregated schools. The survey objective was to find answers to such urgent questions posed by integration as: whether the students were just a bitter vocal minority, or whether they represented a new wave of militancy born of the disillusionment of black students with the great experiment of integration. Students' opinions quoted at great length related to the situations in Mobile (Alabama), Charlotte (North Carolina), and Greenville and Beaufort (South Carolina), and ranged from bitter negativism of attitude to that of cautious optimism. Findings reported are contended to indicate: that there did not seem to be a mass embracing of separatism, but that many were being edged in that direction by factors such as humiliating experiences in desegregated classrooms; that the unkept rich promises of integration were making students lose all faith in the American system; and, that as a result, the very educational structure was being threatened not only by racism but by archaic attitudes, teaching methods, and approaches to learning. It is held that youth will have its say, and that failure to listen could be a tragic, even fatal mistake. (JW)

ED 042 842

UD 010 552

Sjölund, James, Comp. Burton, Warren, Comp.

Music of Minority Groups. Part 1: the American Negro: a Selected Bibliography of Materials Including Children's Books, Reference Books, Collections and Anthologies, Recordings, Films and Filmstrips.

Washington State Office of Public Instruction, Olympia.

Pub Date 69

Note—11p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Anthologies, *Bibliographies, Biographies, Childrens Books, Films, Filmstrips, Jazz, Music, *Music Appreciation, *Music Education, *Negroes, Reference Books, *Resource Materials

First of a series of bibliographies on music education relating to minority groups, this select list of sources on American Negro music covering the period 1926-68 comprises the following categories: books for children; biographies; music collections and anthologies; recordings; and, films and filmstrips. Potential users of the sources are teachers and administrators involved in music education. [Not available in hard copy because of the size of the print of the original document.] (JW)

ED 042 843 UD 010 553

Report of the Commission on Decentralization and Community Participation; A Multiple Option Approach to School-Community Participation. Philadelphia Commission on Decentralization and Community Participation, Pa.

Spons Agency—Philadelphia Board of Education, Pa.

Pub Date 27 Jul 70

Note—117p.

EDRS Price MF-\$0.50 HC-\$5.95

Descriptors—Administrative Policy, Advisory Committees, Boards of Education, *Community Action, *Community Control, *Community Involvement, Community Organizations, Community Relations, Curriculum Planning, *Decentralization, Decentralized School Design, Educational Administration, Educational Finance, Educational Policy

Identifiers—Pennsylvania, *Philadelphia

The Philadelphia Commission on Decentralization and Community Participation offers plans for reforms on the school and district level. On the school level, three options are suggested: (1) informal community participation in decision-making; (2) advisory participation in the form of an elected or appointed committee from the community; or, (3) shared authority and responsibility with a local school board. These options are each discussed in relation to policy framework, objectives and evaluation, curriculum, personnel, finance, health and pupil services, purchasing, plant maintenance and operations, and other services. On the district level, suggestions are made for parceling out administrative responsibilities to local school boards and community groups. These responsibilities relate to purchasing, contracts, determination of school organization, capacity, and busing, administrative district reorganization, citywide schools, grants for instructional improvement, maintenance, and food service. In addition, recommendations for revising systemwide policies by referendums (school-community opinion and advice) and other means are made. These relate to administrative roles and responsibilities, curriculum policy, financial policy, and personnel policy. Individual statements by the Commission's members, and a bibliography are appended. (RJ)

ED 042 844 UD 010 561

A Strategic Approach to Urban Research and Development: Social and Behavioral Science Considerations.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—Pub-1728

Pub Date 69

Note—107p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 24018 (\$3.50)

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Behavioral Science Research, *City Planning, *City Problems, Community Agencies (Public), Community Study, Data Analysis, Financial Policy, *Information Systems, Population Trends, *Research and Development Centers, Research Criteria, Research Methodology, Research Tools, Resource Allocations

Identifiers—Committee on Social and Behavioral Urban Research, COSBUR, *Housing and Urban Development Department, HUD

The Committee on Social and Behavioral Urban Research was asked to advise the Housing and Urban Development Department (HUD) on elements of its long-range research and development program (R & D). Federal, state, and local governments have had access to only small amounts of relevant social and behavioral science knowledge or small numbers of skilled scientists in these areas; thus the nation responds too slowly to urban problems. Scientific and technical knowledge must be used to inhibit misconceived

programs as well as create new options. HUD's present research program is limited by insufficient funds and inadequate intramural R & D capacity. Additional extra-mural research capacities can be found in the universities and the non-academic private sector. The "systems" approach shows promise for coping with urban problems and for designing R & D programs. Research is relevant if the results provide: (1) greater understanding of obstacles to successful program implementation; (2) identification of new program instruments for goal achievement; and, (3) the basis for reliable estimates of the future. The Committee therefore specifically recommends research on planning and information systems, sources of obstacles, and new program instruments which foster desired social outcomes. (DM)

ED 042 845 UD 010 562

Sizemore, Barbara A.

Educational Leadership for the Black Community: A Practitioner's View.

Pub Date [70]

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Administrative Problems, *Black Community, Black Power, *Community Control, Community Involvement, Culture Conflict, Decentralization, Decision Making, *Educational Administration, Group Dynamics, Models, Racial Integration

Identifiers—Chicago, *Project Woodlawn Experimental Schools, The Woodlawn Organization, TWO, WESP, Woodlawn Community Board

The concept of educational leadership in the black community has undergone some change since the advent of community control and decentralization. Educational administration must now encompass the social process of the local social system. In the Woodlawn locality of Chicago, (one of the ten poorest Chicago communities), the Woodlawn Experimental Schools Project (WESP) was instituted to restructure the social system through a mutuality of effort for the improvement of achievement. Decisions and policy were to be made by The Woodlawn Community Board (TWCB), comprised of members from the University of Chicago, Chicago Board of Education, and from The Woodlawn Organization. TWCB will use a WESP model to hopefully provide the vehicle for decision-making power of the black community residents of Woodlawn in the educational institution. This model for group mobility emerged because an earlier individual mobility model failed. Black community leadership, therefore turns to the aggregation model as an alternative, which will assess reality in terms of the local social system, choose the most effective goals and objectives, and widen their finite set of knowledge to include a multitude of alternatives. (RJ)

ED 042 846 UD 010 564

Melrood, Margot

A Bibliography on Decentralization.

Wisconsin Univ., Milwaukee. Inst. of Governmental Affairs.

Spons Agency—Wisconsin Univ., Milwaukee. Dept. of Urban Affairs.

Pub Date 70

Note—35p.

Available from—Institute of Governmental Affairs, Univ. of Wisconsin, Milwaukee, Wis. (\$0.50)

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Annotated Bibliographies, Citizen Participation, *Community Control, Community Influence, Community Organizations, Community Planning, Community Resources, *Decentralization, *Decision Making, Educational Change, *Political Power

This annotated bibliography was compiled as a library research project at the University of Wisconsin at Milwaukee. Part I of the listing deals with decentralization as a structural feature of the local political system. Part II examines the process of local citizen participation. Parts III and IV focus on community control in the decentralization of education and the formation of community corporations. (DM)

ED 042 847 UD 010 566

Spraggins, Tinsley

Historical Highlights in the Education of Black Americans.

National Education Association, Washington, D.C. Center for Human Relations.

Pub Date [70]

Note—35p.

Available from—Publication-Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Activism, *African American Studies, American History, Black Community, Civil Rights, *Educational Disadvantage, *Educational History, Equal Education, Government Role, *Negro History, Negro Students, Negro Teachers, Public Officials, *Race Relations, Racial Discrimination, School Integration

This booklet shows the continuity, from 1619 to the present, of movements in the education of black people in the United States. Material presented in the booklet is aimed at increasing understanding and stimulating efforts to reach a just solution in the struggle for school integration and equality of opportunity. Chapters focus on: the African heritage of the black people; three of their early traditions; impact of the American Revolution; the ideal of school integration; the effect of the Civil War; post-Civil War education; the opinions of Booker T. Washington and W.E.B. DuBois; neglect in twentieth century school integration; and, the effect of federal intervention and community control. Extensive references are provided. (DM)

ED 042 848 UD 010 569

Parmenter, Tom, Ed. Bensfield, James A., Ed.

Inequality in Education, Number 5.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Pub Date 30 Jun 70

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Ability Grouping, *Decision Making, *Educational Disadvantage, Elementary Education, *Federal Court Litigation, Federal Laws, Federal Programs, Government Role, *Integration Litigation, Political Power, Race Relations, Resource Allocations, *School Integration, Secondary Education, Student Welfare

Identifiers—Elementary Secondary Education Act Title I

This issue of a publication of the Harvard Center for Law and Education contains articles concerning: (1) the failure of the educational "tracking" system; (2) the need for decentralized educational decision-making by the principal; (3) an evaluation of ESEA Title I citing its failure and recommending a strategy for litigation; (4) the failure of Southern desegregation; (5) a review and critique of "The Supreme Court and the Idea of Progress," a collection of Alexander Bickel's lectures on race and education. A regular feature, "Notes and Commentary," reports current research, litigation, government action, and legislation concerning education and the law. In this issue the current reports are court decisions on resource allocation, student rights, the Congressional delay on ESEA Title I comparability, and integration. (DM)

ED 042 849 24 UD 010 573

Anderson, Edmund A.

A Grammatical Overview of Baltimore Non-standard Negro English.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CSSOS-R-66

Bureau No.—BR-6-16160-04

Pub Date May 70

Grant—OEG-2-7-061610-0207

Note—108p.

EDRS Price MF-\$0.50 HC-\$5.50

Descriptors—*Disadvantaged Youth, *Elementary School Students, Grammar, *Mathematical Linguistics, *Negro Dialects, *Negro Students, Negro Youth, Nonstandard Dialects, Sentence Structure, Socioeconomic Status, Speech, Structural Grammar, Syntax

Identifiers—Baltimore, Maryland

This report is an overview of the most frequently recurring grammatical structures in the speech of ten-year-old to twelve-year-old black children from lower socioeconomic neighborhoods in Baltimore. The speech sample consists of three types of speech situations: playing games with peers, talking with an older white interviewer, and telling stories. This report presents

the similarities between Baltimore Non-standard Negro English (BNNE) and Standard English (SE) as well as the differences, using a structural approach. Several important grammatical variables were chosen on which to perform some statistical counts. The results of these counts are presented in the appendix. They deal with the following features of BNNE: noun plural formation, possessive markers, past tense formation, presence versus absence of present tense auxiliary "be/copula," auxiliary "be/copula" past tense (i.e., "was" versus "were"), and the various forms of "have." (Author)

ED 042 850 UD 010 574

Ethnic Heritage Studies Centers; Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-First Congress, Second Session on H.R. 14910.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 70

Note—369p.; Hearings held in Washington, D.C., February 16, 17, 18, 24; March 4, 5, 19; and May 6, 1970

EDRS Price MF-\$1.50 HC-\$18.55

Descriptors—*Cross Cultural Studies, Cultural Background, *Cultural Centers, Cultural Enrichment, Curriculum Development, Curriculum Study Centers, Elementary Education, Ethnic Groups, Ethnic Origins, *Ethnic Studies, School Study Centers, Secondary Education, *Study Centers

Identifiers—Elementary Secondary Education Act Of 1965

This proposed amendment to the Elementary and Secondary Education Act of 1965 would authorize the Commissioner of Education to make grants to public and private nonprofit educational agencies and organizations for establishment and operation of several Ethnic Heritage Studies Centers, reflecting readily identifiable ethnic groups represented in the population of the United States. Each Center would carry on activities related to a single culture or regional group of cultures. The activities of the Centers would include: (1) the development of curriculum materials for use in elementary and secondary schools which deal with the history, geography, society, and general culture of the group with which it is concerned, and with its contributions to the American heritage, and (2) dissemination of such materials. The Commissioner would make grants to Centers which use the research facilities and personnel of colleges and universities, the special knowledge of ethnic groups in local communities and foreign students in the United States, and the expertise of elementary and secondary school teachers. The bill authorizes ten million dollars for the fiscal year ending June 30, 1970, and 20 million for the fiscal year ending June 30, 1971. (JM)

ED 042 851 UD 010 575

Langer, Jonas
Mental Regeneration.

Pub Date 70

Note—23p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Cultural Disadvantage, *Culturally Disadvantaged, Developmental Programs, Developmental Psychology, Disadvantaged Youth, *Growth Patterns, *Individual Development, *Intervention, Mental Development, Personal Growth, Personality Development, *Personality Problems, Psychological Testing, Social Development, Social Relations

Techniques for developing the potential of culturally deprived people cannot be developed without more knowledge of the basic mechanisms of mental change. Physiological generation and regeneration are both apparently governed by the same set of mechanisms. Regeneration is possible only when a part of the damaged structure is left, and these mechanisms are part of its genetic blueprint. Since psychological phenomena are a subclass of biological phenomena, we may expect the same convergence for mental change. Any developmental process of mental regeneration begins at some point on the sequence of stage organization. It appears, although the evidence is much more tenuous than on physiological regeneration, that developmental rehabilitation ends at some point further along the stage sequence. If the beginning and end stages of men-

tal regeneration are the same as mental generation, then there should be fundamental convergence between their courses and mechanisms. It is this theoretical deduction that requires much empirical investigation if success in developing the potential of culturally deprived people is to be attained. [Not available in hard copy because of marginal legibility of original document.] (Author/JM)

ED 042 852 UD 010 579

"Cross'd with Adversity": The Education of Socially Disadvantaged Children in Secondary Schools. Working Paper 27.

Schools Council Research and Development Project in Compensatory Education, Swansea (Wales).

Pub Date 70

Note—157p.

Available from—Evans Brothers Limited, Montague House, Russell Sq., London WC1; Methuen Educational Ltd., 11 New Fetter Lane, London EC4 (\$1.35)

Document Not Available from EDRS.

Descriptors—*Compensatory Education, Curriculum Development, *Disadvantaged Youth, Educational Diagnosis, *Family School Relationship, Home Visits, Parent School Relationship, School Organization, Secondary Education, *Secondary School Students, *Socially Disadvantaged, Student School Relationship, Student Teacher Relationship

Identifiers—Great Britain, Seeborn Report

This report sponsored by the Schools Council, Great Britain is that of a "Working Party" set up to consider the education of the socially disadvantaged in secondary schools. Contents include: background to educational deprivation; recognition of deprivation in schools; an account of practice in some schools; case histories; curriculum and school organization; home and school; schools and the social services; and, the training of teachers. An extensive set of recommendations regarding the education of the socially disadvantaged secondary school student, emphasizing the importance of the relationships between student, family, teacher, and school, is summarized apart from the text. The following are appended: the place of test procedures and some notes on educational guidance; the urban community school; a note on the Seeborn Report in its relation to compensatory education; some examples of existing courses in teacher education relevant to compensatory education; bibliography; and, membership of the Working Party. (JM)

ED 042 853 UD 010 580

Project in Compensatory Education. Field Report No. 6.

Schools Council Research and Development Project in Compensatory Education, Swansea (Wales).

Pub Date [69]

Note—11p.

Available from—Aneurin Williams, Schools Council Project in Compensatory Education, Room 408, Physics Tower, University College, Swansea, Wales. (Free of charge)

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Compensatory Education, *Compensatory Education Programs, Curriculum Development, Depressed Areas (Geographic), *Disadvantaged Youth, *Early Childhood Education, Educational Diagnosis, *Elementary Education, Emotional Development, Instructional Materials, Longitudinal Studies, Material Development, Program Design, Student School Relationship, Teaching Programs

Identifiers—*Great Britain

On the first of November, 1967 a Schools Council research and development project in Compensatory Education which will last for three-and-one-half years, was set up in the Department of Education of the University College of Swansea, Wales. The main aims of the project were: to provide screening techniques to enable children in need of compensatory education to be identified at an early age; to make longitudinal studies of infant school children in deprived areas, with particular reference to their emotional development and response to schooling; and, to develop teaching programs involving materials in a variety of media, which may be used to help culturally deprived children at the infant school age. The project was concerned with children in the four to eight years' age range, and the research team was to work in several areas of En-

gland and Wales. Teacher groups and permanent displays of materials were to be organized. (Author/JM)

ED 042 854 UD 010 581

Title I ESEA Evaluation, 1969-1970.

Milwaukee Public Schools, Wis.

Pub Date Aug 70

Note—265p.

Available from—Division of Planning and Long-Range Dept., Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, Wis. 53201 (No charge)

EDRS Price MF-\$1.00 HC-\$13.35

Descriptors—Ancillary Services, *Compensatory Education Programs, *Elementary Education, Guidance Programs, Health Services, Language Programs, Program Effectiveness, *Program Evaluation, Psychological Services, Reading Centers, *Secondary Education, Special Services

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, Wisconsin

The Title I ESEA evaluation for 1969-70 focuses on the objectives of the individual academic and supportive service projects included in the total Title I program. Twenty-five projects were evaluated during that academic year. The Elementary Academic Projects included: Language Development, Reading Center, Special Kindergarten, and English as a Second Language. Conclusions were drawn from evaluation findings pertaining to six secondary academic projects: Fulton Reading Center, English Language Arts, Secondary Social Studies, Secondary Science, Secondary Mathematics, and Secondary School Music. Conclusions drawn concerning the supportive service projects were based upon the evaluation findings for 12 projects: Elementary Guidance, Secondary Guidance, Returnee Counselor, Secondary Work Experience, Social Work, Psychological Services, Special Education and Service Center, Social Improvement, Field Trip, Testing Services, Recreation for Handicapped Children, and Instructional Resources. [For 1968-69 evaluation report, see ED 037 482.] (Author/JM)

ED 042 855 UD 010 582

Equal Educational Opportunities; Annual Report, Fiscal Year 1969.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-38017

Pub Date 70

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Anti Segregation Programs, Civil Rights, Civil Rights Legislation, *Equal Education, Federal Aid, *Federal Programs, Inservice Programs, Institutes (Training Programs), Integration Plans, Resource Allocations, *School Integration, Southern States, *Technical Assistance, Training Allowances

Identifiers—*Civil Rights Act Of 1964, DEEO, Division Of Equal Educational Opportunities, Title IV Programs

The program authorized under Title IV of the Civil Rights Act of 1964, to provide help with problems incident to school desegregation, operated under an appropriation of \$10,750,000 in fiscal year 1969. During this period, the Division of Equal Educational Opportunities (DEEO) supported five distinct program activities: direct technical assistance from Office of Education (OE) staff; technical assistance and institute training in university school desegregation assistance centers; technical assistance units in State education agencies; grants to local school districts; and, training institutes in universities. DEEO staff located in four OE regional offices and in Washington, 16 university school desegregation assistance centers, and 25 State education agency units responded to more than 6,400 requests for technical assistance from over 1,300 different school systems. Title IV program funds supported training for an estimated 17,500 teachers and other school personnel in the university institutes and local school district inservice programs. Approximately 75 percent of program funds were allocated for activities to assist schools in the 17 Southern and border States. Nearly three-fourths of all school systems receiving technical assistance were located in the Southern States. (Author/JM)

ED 042 856

UD 010 583

Jablonsky, Adelaide

Media for Teaching Afro-American Studies. IRCD Bulletin, Volume 6, Numbers 1 and 2.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*African American Studies, African Culture, African History, American History, Audiovisual Centers, *Audiovisual Instruction, Bias, Disadvantaged Youth, *Evaluation, Filmstrips, *Instructional Media, Minority Groups, Negro Culture, Negro History, Negro Leadership, Phonograph Records, Race Relations, Racial Discrimination, Slavery, Sound Films

This issue of the IRCD Bulletin is devoted to media and media resources for teaching Afro-American studies. The imperative need for the wide usage of audio-visual equipment and materials is stressed in the context of reported lack of interest shown by teachers in the utilization of media resources. The setting up of a Media Center on Ethnic Studies as part of the ERIC-IRCD program, housing of this collection in the Teachers College library, and the findings of evaluations of these media units by black people (graduate students and community representatives) are dealt with. In general, those units consisting of coordinated filmstrips with records were considered more effective than either the filmstrips alone or with records alone. The Bulletin also contains reviews of media resources listed and arranged according to the following categories: Africa, History, People, and General. Those media resources ordered by the Center but not reviewed here are appended. (RJ)

ED 042 857

UD 010 588

Olson, Allan L.

A Learning Management Model Designed to Individualize the Learning of Skills, Concepts, and Attitudes Inherent in the Clerical Sector of Learning.

Seattle Public Schools, Wash. Southeast Educational Center.

Pub Date 18 Aug 70

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Activity Learning, *Business Education, Clerical Occupations, *Curriculum Development, Educational Strategies, Experimental Curriculum, *High School Curriculum, *Individual Instruction, Nongraded Classes, Office Practice, *Skill Development, Student Attitudes, Typewriting

Identifiers—Clerical Sector Of Learning Opportunity Program, Clerical SOLO Program, Washington

Clerical SOLO (Sector of Learning Opportunity), a program attempting individualized learning of concepts, skills, and attitudes traditionally taught in office practice and machines, was implemented during the 1969-70 school year by the Business Education Department of Rainier Beach High School. The Clerical SOLO curriculum model has accomplished this by providing an opportunity for a student to determine relevant learning objectives, to learn in a manner that suits him best, to learn at his own rate, and to be actively involved with the evaluation of his performance. Activities that tend to create an inaccurate self concept such as arbitrary scheduling, ability grouping, and grading have been eliminated. On the average, rates of learning increased over the semester. Students indicated a preference for the Clerical SOLO learning experience over other traditionally taught business education subjects. Instructional costs decreased by 16.7 percent even withstanding an increase of adult contact and supervision. Given that the above benefits did occur without sacrificing student achievement, the Clerical SOLO will be continued with continual refinement. (Author/JM)

ED 042 858

UD 010 590

Urban Washington: Apathy or Action? Report of the Governor's Council on Urban Affairs.

Governor's Council on Urban Affairs, Olympia, Wash.

Pub Date Nov 68

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*City Problems, Economic Development, Economic Disadvantage, Educational Planning, Educational Problems, Health Needs, *Housing Needs, Job Market, Job Training, *Rural Environment, Social Action, State Programs, Urban Education, *Urban Environment

Identifiers—*Washington

This report of the Urban Affairs Council of the State of Washington relates to discussion of and recommendations thereof on the following topics: job training and opportunities—job development, legal restrictions, and related services; housing—acquisition and dispersal of information, construction, conservation, and social choice; health care—dental care, health manpower, nutrition, escalation of health facility costs; additions and related problems, the farm laborer, environmental sanitation, maternal and child health care, delivery of health care services to minority and low-income groups, and general policy recommendations; education—finances, organization, personnel, curriculum, and research; the physical environment—urban livability, property taxation, transportation, pollution, and governmental modernization; and, the non-urban sector—employment, farm laborers, education, health care, transportation, law and justice, citizen involvement in civic affairs, governmental reorganization, taxation, the aged, Indian affairs, and general recommendations. (JM)

ED 042 859

UD 010 591

A Communication Skills Program Model. Rural Isolated Schools Program.

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—111p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Communication Skills, *Compensatory Education, Elementary Education, *Federal Aid, Federal Programs, Language Programs, Models, Program Costs, Program Development, Program Guides, Program Proposals, *Project Applications, Secondary Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III Programs

Contents of this report on a fictitiously named (Harold County) project, prepared as a guide in applying for Title III ESEA funding consideration, are in five parts. Part I projects basic ESEA statistical information, including budget, school enrollment, project participation, staff members engaged, personnel for administration and implementation of project, and number of persons served or to be served and estimated cost distribution. Part II, Narrative, projects discussions of the community, need for programs, objectives, procedures, emphasis, planning, participation of nonpublic school children, evaluation, dissemination, qualifications of professional personnel, facilities, equipment and materials, subcontracting, and, tax effort. Part III, Financial, details the budget of the project to be funded. Part IV, Compliances and Assurances, projects the assurance for initial application, certificate, and legal authority to apply for grant. Part V, Appendix, is a review of related literature and research on communication skills. [Not available in hard copy because of marginal legibility of parts of this document.] (JM)

ED 042 860

UD 010 592

A Follow-Through Program Model. Rural Isolated Schools Program.

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—161p.

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors—*Compensatory Education, Elementary Education, *Federal Aid, Federal Programs, *Followup Studies, Language Programs, Models, Program Costs, Program Development, Program Guides, Program Proposals, *Project Applications, Secondary Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III Programs

Contents of this report on a followup of a fictitiously named (Harold County) model project, prepared as a guide in applying for Title III ESEA funding consideration, include the following top-

ics: description of existing program; introduction to Follow Through proposal; special adaptations; objectives of the program; student composition; introduction to the instructional program; educational needs found to exist; instructional organizational scheme; the instructional approaches to be used; proposed follow through classroom organization; a follow through day for Student "A"; anticipated number of staff, their roles and responsibilities; proposed ratio of instructional staff to children; training of staff; ancillary component; community involvement; including parent participation, volunteers recruited, utilized, trained, and supervised, and coordinations with local community action agencies; program evaluation; research design; technical assistance; administration of program; maintenance of effort; dissemination of information; provision for visitation; description of community setting; budget summary; and, the budget itemized. [Page 60 may not be distinctly legible in hard copy reproduction.] (JM)

ED 042 861

UD 010 593

An Organizational Strategies Program Model. Rural Isolated Schools Program.

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Administrative Organization, *County School Systems, Educational Administration, Educational Needs, Educational Objectives, *Educational Planning, Educational Resources, Educational Specifications, *Models, *Nongraded System, Program Planning, *School Organization, School Planning

Identifiers—Elementary Secondary Education Act of 1965, Rural Isolated Schools Program

This report on an educational model termed Harold County, Tappan, which was developed under the 1965 ESEA, is in five parts. Part I, Statistical, gives projections of basic ESEA statistical data. Part II, Narrative, discusses the following: the community—population of the area to be served and its location; statement of need—educational and cultural resources in the area, determination and priority of needs, financial inadequacy of local resources; objectives, general and specific; procedures and activities; emphases; planning; participation of non-public school children; evaluation; dissemination; qualifications of professional personnel; facilities and materials; subcontracting; and, degree of tax effort and ability to meet critical educational needs. Part III, Financial, projects ESEA budgetary information. Part IV, Compliances and Assurances, contains projections of what these would be for the community modeled. Part V, Appendix, includes: a proposal to develop a nongraded organizational plan for the elementary school; and, organizational strategy—a review of related materials and research. [Page F-1 may not be distinctly legible in hard copy reproduction. "Abstracts of research studies" has been deleted from the Appendix due to incomplete pagination.] (JM)

ED 042 862

24

UD 010 595

Dundes, Jules

Development of Plans for a Summer Seminar for Broadcast News and Editorial Directors. Final Report.

Stanford Univ., Calif. Dept. of Communication.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-8041

Pub Date 20 Aug 70

Grant—OEG-9-9-148041-0072(010)

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Audiovisual Directors, *Broadcast Industry, *City Improvement, City Planning, Economic Factors, *Media Research, School Community Cooperation, Seminars, *Summer Institutes, University Extension, *Urban Areas

An Urban Affairs Seminar for Broadcast News and Editorial Directors is both a feasible idea and a need. Unlike newspapers, television and radio stations have no "resident experts" in the various aspects of urban affairs. A faculty was selected, the seminar was organized, and a prospectus mailed to approximately 500 stations. Unfortunately, the economic conditions of early 1970 militated against the holding of the seminar.

114 Document Resumes

Though the requisite minimum number of registrations was not received, many stations approved of the seminar and wished to be apprised of future efforts. Success of this type of seminar seems certain in a more economically secure period. (Author/DM)

ED 042 863 UD 010 596

Puri, Mabel C. Curtis, Jonathan
A Look at Combination Class Effects at Emerson Elementary School. McAteer Project M9-14. Riverside Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date May 70

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Achievement Rating, Anxiety, Caucasian Students, *Cross Cultural Studies, *Early Childhood Education, *Educational Innovation, Multigraded Classes, Negro Students, Perception Tests, Race Relations, *Racial Attitudes, *Self Concept, Statistical Data, Test Results

Identifiers—California, Emerson Elementary School, Riverside Unified School District

This study was conducted in the Emerson Elementary School of the Riverside Unified School District, California, which operates multi-grade (combination) and single grade (non-combination) classrooms in the early childhood department and also special programs to improve interracial understanding. The study explores the effects of student participation in combination classes on: (1) achievement; (2) anxiety; (3) perceived attitudes of others toward self; (4) self-attitude; (5) racial interactions; and, (6) racial attitudes. Significant differences were found in relation to variables of anxiety, racial interactions, and racial attitudes: (1) pupils in combination classes were less anxious about school than pupils in non-combination classes; (2) blacks in combination classes were more likely to be chosen by non-black pupils as teammates, workmates, and seatmates than were blacks in non-combination classes; and, (3) combination class pupils perceived black male pictures as kinder and black children as happier than did non-combination class pupils, while non-combination classes perceived white male pictures as kinder than pupils in combination classes. (DM)

ED 042 864 UD 010 597

Puri, Mabel C. Dawson, Judith
A Report on the Achievement of Elementary Pupils in Integrated Schools. McAteer Project M9-14.

Riverside Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date May 70

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Achievement Gains, *Bus Transportation, Comparative Analysis, *Elementary Grades, Elementary School Students, High Achievers, Low Achievers, *Minority Group Children, *Reading Achievement, *School Integration, Statistical Data, Test Results

Identifiers—California, Riverside Unified School District

Four years after the inception of a school desegregation busing program, the average reading achievement test scores of the bused pupils showed the same trends as those among the receiving pupils and pupils at unaffected schools. Tests scores among all kindergarten pupils showed an upward trend, as well as scores in the first, second, and third grades. The changes which have occurred are held to be probably due more to other factors than to desegregation. Desegregation is considered to be more beneficial for the higher achieving minority pupils than for the lower achiever. There is also said to be a significant correlation between the average achievement of bused and receiving pupils. (Author/DM)

ED 042 865 UD 010 598

Mercer, Jane R. And Others

A Manual for the Evaluation of Desegregation in California Public Schools. Section 1: Schema for Describing the Desegregation Process in Public School Districts of California.

Riverside Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.

Pub Date [68]

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—*Case Studies, *Conceptual Schemes, Discriminatory Attitudes (Social), Educational Programs, Educational Research, *Evaluation Methods, Evaluation Techniques, *Program Evaluation, Public Schools, Race Relations, *School Integration, Statistical Data Identifiers—California, Riverside Community, Riverside Unified School District

This manual develops an analytic model, based on historical materials, within which the past movement and present location of an individual school district in relation to desegregation can be charted. The use of the model is illustrated in depth by its application to the case of Riverside, California, a community which has developed a program of comprehensive desegregation in its public schools. The initial section concentrates on an overview of the nature of the desegregation model developed. Twelve stages in the desegregation process are described in detail, grouped as follows: segregation—single ethnic group districts, traditional separatism, the color-blind phase, color-awareness and denial of responsibility, segregated compensatory education; partial desegregation—token desegregation, major desegregation; and, comprehensive desegregation—the crisis of decision-making, commitment, developing support, operationalizing goals, the implementation of goals and the evaluation of programs, and achievement of structural and cultural integration. (Author/DM)

ED 042 866 UD 010 599

An Annotated Bibliography: Public Employment and the Disadvantaged. Reference File No. 4.

National Civil Service League, Washington, D.C. Spons Agency—Department of Labor, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 70

Note—50p.

Available from—National Civil Service League, 1028 Conn. Ave., N.W., Washington, D.C. 20036 (No charge for single copy)

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Annotated Bibliographies, Career Planning, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Employment Opportunities, Federal Programs, *Government Employees, *Manpower Development, Manpower Utilization

This bibliography lists materials which deal with the role of the disadvantaged in public service. It focuses only on materials generally available to the average researcher, and is designed to be of particular use to those whose responsibility is to hire the disadvantaged. Included in the bibliography is whatever written material is generally available on the selection, testing, training, and employment on all levels of the public service of disadvantaged persons. The materials have been annotated, evaluated, and grouped with a view to what is available; only a few attempts have been made to point out gaps in the field. The sources are grouped as follows: (1) Federal sources and commentaries on Federal programs; (2) general issues such as social problems and manpower; (3) personnel practices such as fair employment; and (4) specific programs. (Author/JW)

ED 042 867 UD 010 607

Bell, Terrel H.

The New Look of Federal Aid to Education.

Pub Date 24 Sep 70

Note—10p.; Speech given before the Annual Convention of the Michigan Association of School Boards, Grand Rapids, Mich., September 24, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Computer Assisted Instruction, *Educational Finance, *Educational Research, *Federal Aid, Federal Programs, Individual Instruction, Instructional Technology, *Public Education, Public Schools, *Speeches

Federal aid to education in 1970 has increased to four billion dollars and as a result, the number and size of programs has increased, too. More than a rise in expenditure, however, is needed. The most economical way of providing a good education for all must be found. The Federal

government looks to individual states and communities for leadership in deciding and implementing school programs. But it also conducts research on education engineering, experiments with performance contracts, develops better methods of dissemination of educational information, and implements developments in instructional technology, such as television and computer assisted programs. (JW)

ED 042 868 UD 010 608

Needs of Elementary and Secondary Education for the Seventies; a Compendium of Policy Papers. Compiled by the General Subcommittee on Education, Committee on Education and Labor, House of Representatives, Ninety-First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Mar 70

Note—996p.

EDRS Price MF-\$3.75 HC-\$49.90

Descriptors—Disadvantaged Groups, Disadvantaged Youth, Educational Finance, *Educational Needs, Educational Planning, *Educational Policy, *Educational Research, Educational Technology, Ethnic Groups, Job Training, Paraprofessional School Personnel, Preschool Education, Private Schools, *Reports, School Administration, School Construction

Identifiers—Committee On Education And Labor, Congress Of The United States, *General Subcommittee On Education

The General Subcommittee on Education of the House Committee on Education and Labor has compiled policy papers on the educational needs of the seventies in order to deepen Congressional understanding of these issues. The first section of the compendium consists of essays which have been prepared at the invitation of the Subcommittee by a distinguished group of men, considered to reflect perhaps every shade of opinion about education. They have been asked both to predict what will be the compelling issues of the seventies and beyond and to suggest potentially fruitful alternatives. The second section of the anthology is comprised of the formal statements which were submitted by witnesses when they testified at the Subcommittee hearings. The essays focus on such subjects as educational finance, school construction, research and development, educational technology, evaluation and accountability, education of culturally and ethnically diverse populations, educational planning and management, reading, school governance, the application of systems analysis techniques to education, early childhood education, aid to private schools, occupational education and training, and the selection, training, and compensation of teachers and paraprofessionals. (Authors/JW)

ED 042 869 UD 010 609

Cuban, Larry

To Make a Difference: Teaching in the Inner City.

Pub Date 70

Note—261p.

Available from—Free Press, 866 Third Avenue, New York, N.Y. 10022 (\$2.95)

Document Not Available from EDRS.

Descriptors—Curriculum Design, Curriculum Development, *Curriculum Planning, *Disadvantaged Youth, Discipline Policy, *Instructional Materials, Race Relations, Slum Schools, Teachers, *Teaching Methods, *Urban Schools, Urban Universities

This book is a personal account of teaching experience in the inner city school, as well as being an organized approach to improving teaching methods. On the schools and the teachers are placed the responsibility for teaching and for reasonable academic achievement of students. The underlying educational philosophy is that the individual teacher must match the materials and methods of instruction to the student. The teacher's role in developing his or her own units for classroom work and types of units which have been successful are emphasized. Chapters that deal with the teacher as liaison with the community, as instructional decision maker, and as curriculum-developer suggest a different style and provide a different substance to classroom teaching. Also discussed are the different learning styles of children, workable approaches, and specific problems such as race, discipline, and expectations. (Author/JW)

ED 042 870

UD 010 616

A Unitary State System of Higher Education: A Staff Paper, Institute for Higher Educational Opportunity.

Southern Regional Education Board, Atlanta, Ga. Pub Date 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Educational Coordination, Educational Facilities, *Educational Opportunities, *Educational Planning, Educational Resources, *Equal Education, *Higher Education, *Institutional Role, Minority Role, Post Secondary Education, Racial Discrimination, Research Utilization

This paper emphasizes that all types of post-high school educational resources must be utilized if higher educational opportunity for all citizens is to be realized, and that a movement in the direction of coordinated planning (for the maximum utilization of institutional resources) under a "unitary system" concept is a complex procedure which recognizes historic institutional strengths and goals and a wide spectrum of educational needs. A unitary system of higher education will use teaching, research, and service resources to the highest possible degree in the provision of student opportunity. A unified system provides a maximum access to post secondary programs to all, without racial discrimination in admission, staffing, institutional support, and all other facets of operating a higher education enterprise. A unitary system will be characterized by: a planning process which provides for majority and minority group opinion and expression; cooperative planning among institutions within the context of the needs of all the people in a state; maximum use of all available and projected higher educational facilities; extensive use of faculty across institutional lines; delineation of institutional roles based on the unique characteristics of each; and, due consideration of the location and proximity to each other of the institutions in determining role and scope responsibilities. (RJ)

ED 042 871

UD 010 628

Soares, Louise M. Soares, Anthony T. Self Concepts of Disadvantaged and Advantaged Students.

Pub Date Sep 70

Note—7p.; Paper presented at the 78th Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Analysis of Variance, *Culturally Advantaged, *Culturally Disadvantaged, *Elementary School Students, Perception Tests, *Secondary School Students, *Self Concept, Test Results, Urban Schools

The specific intention of this study was to determine whether samples of disadvantaged students showed positive self-images (as had been shown by some of previous researches) and whether these are maintained when disadvantaged children move out of their neighborhood schools to the more integrated environment of the high school. Seven hundred and seven subjects from an urban school system used in the study were comprised of 309 disadvantaged students (138 in elementary school, 171 in secondary school; 184 boys, 125 girls) and 398 advantaged students (186 elementary, 212 secondary; 199 boys, 199 girls)—the criterion of "disadvantage" having been defined according to family income (less than \$4,000 per annum), welfare aid status, and housing in low-rent or subsidized tenements. A self-perception instrument using 40 bipolar traits expressed in sentence form were presented to the subjects. An analysis of variance statistical design was applied to the index scores obtained. The results showed that disadvantaged children of all ages had higher self concepts than advantaged children, but that disadvantaged high school students were not as high in self concept as disadvantaged children at the elementary school level. Tables of test results are appended. (RJ)

VT

ED 042 872

VT 003 396

Cohen, Wilbur J. Manpower Policies for the 1970's. Seminar on Manpower Policy and Program (Washington, D.C., April 13, 1967).

Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date 13 Apr 67

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Employment Opportunities, Employment Trends, *Job Market, *Labor Force, *Manpower Utilization, Seminars, Womens Education, *Working Women

One of a series of proceedings of seminars on Manpower Policy and Program, this report presents a condensed transcript of a seminar. Dr. Wilbur J. Cohen discussed women in the labor force today, future trends in women's employment, future demands for workers, health personnel shortages, educational opportunities, homemaker services needed, and increased freedom of choice in the future. Some of the points were: (1) Economic factors, amount of education, and age of children are major factors which influence married women's decision to work, (2) Of the total labor force growth between 1964 and 1980, about 21 million (87 percent) will be due to population increases and the remainder will be from rising labor force participation rates of adult women, (3) Professional and technical workers, those with the highest average educational attainment, will be the fastest growing occupational group, (4) Acute health personnel shortages will necessitate rethinking training and job requirements to allow for upward and lateral mobility of personnel, (5) More flexible time schedules in both education and jobs, and adequate child-care and homemaker services would allow more women to work, and (6) Skills and knowledge of women will be used more creatively and fully than ever before. A question and answer period followed the address. (CD)

ED 042 873

VT 007 815

Transferring Military Experience to Civilian Jobs. A Study of Selected Air Force Veterans. Manpower/Automation Research Monograph No. 8.

Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 68

Note—38p.

Available from—Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Career Planning, *Job Skills, *Military Training, *Occupational Surveys, Professional Occupations, Profile Evaluation, Questionnaires, Semiskilled Occupations, Technical Occupations, *Transfer of Training

While most servicemen have no trouble finding employment in the current booming job market, they often find themselves taking jobs beneath their highest skill levels, a loss not only to them but to their employers. Those whose military service was in non-technical jobs often can find jobs only at the beginners level and even those may be hard to come by. This doctoral study investigated the extent to which military experience contributed to the qualifications of the civilian applicant and helped him get the job, and the contribution his skills made to the actual performance of the job once hired. Of the officers questioned, 64 percent said that their military service had helped "somewhat" or "a great deal" while 13 percent felt that it had been of "no help" or a "hindrance." Of the crafts group of enlisted men, 30 percent reported it had "helped a great deal." Approximately 40 percent of both officers and enlisted men said there was no need for the military training and experience in the performance of their jobs. Copies of the full dissertation upon which this report is based are available as PB 177 372 from the Clearinghouse for Federal Scientific and Technical Education, Springfield, Virginia 22151. (CH)

ED 042 874

VT 007 960

Schaefer, Carl J., Ed. Kaufman, Jacob J., Ed. Vocational-Technical Education: A Prospectus for Change.

Northeastern Univ., Boston, Mass. Coll. of Education.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date 67

Note—171p.; Papers presented at Symposium (Boston, November 28-29, 1967)

Available from—Advisory Council on Education, 102 Tremont Street, Boston, Massachusetts 02111 (\$1.00)

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Administration, Advisory Committees, *Conference Reports, Curriculum, Economics, Educational Change, *Educational Needs, Guidance, History, Manpower Utilization, *Program Development, Psychology, Sociology, *Symposia, Teacher Education, Technical Education, *Vocational Education Identifiers—MACE, Massachusetts, Massachusetts Advisory Council on Education

To seek resolution of problems in providing education for youth and adults oriented toward the world of work, the Massachusetts Advisory Council on Education (MACE) undertook a study of vocational-technical education as a major project. This publication contains the major papers and prepared reactions to these papers, which were presented at a 42-member conference, and constitutes the basis for a report announced as ED 029 107. Major papers were: (1) "Vocational and Technical Education—Its Meaning" by C.J. Schaefer, (2) "The Development of Vocational Education in America: An Historical Overview" by V.P. Lannie, (3) "A Behavioral View of Vocational-Technical Education" by J.W. Altman, (4) "Sociological Perspectives and Vocational-Technical Education" by M.B. Sussman, (5) "Decisions for Vocational Education: An Economist's View" by M.J. Bowman, (6) "Manpower Analysis and Vocational Education: Problems and Perspectives" by I. Berg, (7) "Vocation, Education, and Guidance" by R.C. Hummel, (8) "Vocational Education: Is It More Than Education for a Vocation?" by B. Shimborg, (9) "The Social Context, Poverty, and Vocational Education" by R.A. Gibboney, (10) "But Readjust We Must—Teacher Education" by E.L. Minelli and T.M. Benton, and a concluding statement by J.J. Kaufman. (DM)

ED 042 875

VT 009 581

Guidelines for Preparing Educational Specifications for Agricultural Education.

Florida State Dept. of Education, Tallahassee Agricultural Education Section.

Report No.—Bulletin-72H-4

Pub Date May 68

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Agricultural Education, *Educational Facilities, *Educational Specifications, *Facility Guidelines, Secondary Education, Senior High Schools, Space Utilization, Spatio Relationship, *State Standards

These guidelines have been prepared to assist educators, school planning personnel, architects and other concerned individuals in developing facilities for programs of agricultural education in senior high school and post-high school settings. Major sections include: (1) Statement of Philosophy, (2) Major Program Objectives, (3) Instructional Areas in Agriculture Education, (4) Organization of Programs of Instruction in Vocational-Technical Agricultural Education, (5) The Setting Required for Teaching Vocational-Technical Agriculture, (6) Relationships of Instructional Spaces within the Agricultural Complex, (7) General Spatial Requirements for Programs of Vocational-Technical Agriculture, (8) Specific Spatial Requirements and Physical Facilities for Programs of Vocational-Technical Agriculture, (9) Services and Utilities, and (10) Environmental Factors. The educational progression of entry into various agricultural occupations through different instructional programs and settings and the relationships of instructional space within the agricultural complex are illustrated. A guide to the relative amount of time different areas of instruction will use different instructional spaces within the physical plant is presented in tabular form. (DM)

ED 042 876

VT 009 642

Application of the Extended School Year Concept to a Board of Cooperative Educational Services Occupational Training Program.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Extended School Year, *Pilot Projects, Program Evaluation, Student Records, Students, *Vocational Education, *Vocational Training Centers

Among the reasons which can be cited for the failure of students to pursue an occupational course of study are a lack of available school time, a conflict with extracurricular activities,

required credits for graduation, and parental attitude toward occupational education. In an effort to skirt these conflicts three counties were selected to pilot test a program that involved extending the school year. The major purposes of this effort were to provide vocational training as part of the regular school program and to assess the value of operating the occupational center during the summer months. The program was run and provided data to support the conclusions that: (1) A quality program could be made available to all students, (2) Approximately 22 percent more students could be served by the area occupational center, (3) Total use of equipment and facility for 12 months allows a greater number of students to use the equipment for a longer period of time, and (4) Student tuition could offset the added expenditure of the extended school year. Among the recommendations were that student recruitment time be extended and that student achievement records be available to counselors and teachers. Typical outlines, financial data, and suggested scheduling formats are included in the document. (JS)

ED 042 877 VT 010 072

Groemping, Franz A.

Transition from School to Work in Selected Countries.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Aug 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Comparative

Education,

*Developed Nations, *National Programs, Out of School Youth, School Attendance Laws, School Attitudes, *Secondary School Students, *Vocational Education, Youth Employment

The 1968 Manpower Report of the President stressed the seriousness of youth unemployment in the United States, especially when compared with other countries. This paper surveys the transition of teenagers from school to work in countries economically and politically similar to the United States. Allowing for differences in certain significant variables between countries, the paper compares end results in terms of indicators such as employment and dropout rates, in order to determine what lessons can be learned from the experiences of different countries. (BH)

ED 042 878 VT 010 179

Proceedings of the Panel on International Rehabilitation (Washington, D.C., May 2, 1968).

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date 2 May 68

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Developing Nations, *Employment, *Handicapped, *International Organizations, *Manpower Development, *Rehabilitation

Identifiers—ILO, International Labor Organization, *United Nations

This meeting investigated the involvement of international organizations in rehabilitation and the potential that exists for increased participation. Experts from the U.S. Government looked at the operations of the United Nations, including the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the International Labor Organization (ILO) in terms of their efforts at rehabilitation and employment of the handicapped. The findings provide support for the advocates of increased efforts at international rehabilitation. (BH)

ED 042 879 VT 010 264

Gostad, Anders C.

Evaluation of Factors Determining the Results of Vocational Rehabilitation. Norwegian Monographs on Medical Science.

Bergen Univ. (Norway); Karolinska Inst., Stockholm (Sweden); Norwegian State Rehabilitation Inst., Bergen.

Pub Date 68

Note—155p.

Available from—Universitetsforlaget, Box 307, Blindern, Oslo, 3, Norway or Box 142, Boston, Massachusetts 02113 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Failure Factors, *Participant Characteristics, *Physically Handicapped, Psychological Characteristics, *Rehabilitation Programs, *Vocational Rehabilitation

Physical disability from disease or injury often results in a permanent state of social insufficiency, especially when the disability is reinforced by individual or environmental factors. In a study of almost 700 persons treated at a Norwegian rehabilitation center, regression analysis was used to compare those who benefited from the program with those who did not. The hypothesis tested was basically that the population referred to the institute differed significantly from the region's general population in several respects. The investigation found complex relationships between variables, with the most significant failure characteristics being age and mental disturbance. The study stressed the need to counteract passive dependence, in order to strengthen self-confidence and motivation. (BH)

ED 042 880 VT 010 309

Cromer, Chalmers A.

Determining Approval Standards for Postsecondary Vocational Technical Programs in Nebraska.

Pub Date Jan 70

Note—163p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Bibliographies, Doctoral Theses, *Evaluation Criteria, Records (Forms), *State Standards, *Statistical Analysis, Tables (Data), *Vocational Education

Identifiers—Nebraska

This study formulated and validated standards which could be used to evaluate and approve Nebraska's postsecondary vocational and technical schools. A review of the literature was conducted to provide an historical background and to analyze the present status of accreditation and approval of programs. Next a questionnaire was developed and a nationwide sampling was made of 39 public and 30 private schools and all State divisions of vocational education. These data were tabulated, summarized, and presented to a 14-member jury composed of vocational educators in the State. At least 50 percent of the jury had to approve an item before it became a standard. The areas in which the jury made recommendations were administrative and operational policy, educational services, instructional staff and program, and school facilities. This Ed.D. dissertation was submitted to The University of Nebraska. (BC)

ED 042 881 VT 010 323

A Plan to Increase Vocational Education Opportunities Through the Expansion of Curriculum and Available Facilities. Final Report (July 1, 1968-July 25, 1969).

Saint Louis Board of Education, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Curriculum Development, *Educational Opportunities, *Integrated Curriculum, *Program Improvement, Secondary Education, *Surveys, Technical Education, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The St. Louis Board of Education found that too few students were willing to transfer to the centrally located O'Fallon Technical High School because of ties with neighborhood schools and because of the high percentage of Negro students attending O'Fallon. To solve these problems the Board received a 3-year Title III grant to institute a new approach whereby students divided their time equally between their neighborhood school and O'Fallon, and a racial balance was established and maintained among freshmen entering the program. Students of all ability levels were recruited, course offerings were diversified, and special emphasis was placed on promoting vocational education at O'Fallon. Based on questionnaire and enrollment data gathered to summarize and evaluate the new program's first year it was found that progress had been made toward achieving a balanced student population based on race, culture, and ability. It was also found that while some progress had been made in the area of vocational guidance much more needed to be done. (JS)

ED 042 882 VT 010 375

Report on Experimental and Demonstration Manpower Project for the TIDE Program, As An Extension of the Summer Youth Demonstration Program in Youth Opportunity Centers.

Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Disadvantaged Youth, *Dropouts, *Employment Programs, *Federal Programs, Guidance Counseling, Job Placement, *Neighborhood Centers, Tables (Data)

Identifiers—Testing Informing Discussing and Evaluating, TIDE, YOC, *Youth Opportunity Centers

Youth Opportunity Centers (YOC's) sponsored a Testing, Informing, Discussing, and Evaluating (TIDE) program for youth in the summers of 1966 and 1967. This report provides data primarily on the second phase of TIDE which was operated from July to December of 1967 at 29 youth centers in 22 states. In this second part of the program, 1,031 youth received employment orientation training at 32 YOC's. These youth were mainly disadvantaged, 25 percent had police records, and 92 percent were school dropouts. About two-thirds of the trainees received some kind of aid from the program. About 20 percent were placed in jobs, 15 percent entered the job corps, 13 percent returned to school, and 11 percent were recruited for MDTA vocational training. A summary of the TIDE programs for 1966 and 1967 for all 32 YOC's is included in the report. The 1966 report is available as ED 014 017. (BC)

ED 042 883 VT 010 396

The Physical Learning Environment for Teaching: Child Care Services, Clothing Services, Food Services, Health Services, Home Furnishings Service, Housekeeping Services, and Management Services. Home Economics Occupational Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 69

Note—63p.

Available from—Bureau of Secondary Curriculum Development, New York State Education Department, Albany, New York 12224

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Curriculum, Diagrams, Educational Equipment, *Equipment Utilization, *Facility Utilization Research, *Occupational Home Economics, *Physical Environment, *Space Classification, Space Utilization

Suggestions are given to aid school administrators, area directors, teachers, advisory committees, and architects in planning for the home economics occupational education facility. Requirements are listed for space and equipment for instructional classrooms, laboratories, and laundry and storage areas, as well as space allocation in square feet and cost estimates for laboratory equipment. A glossary of terms and a list of selected sources for facilities planning are appended. (BC)

ED 042 884 VT 010 473

One Paradigm for Vocational-Technical Counseling (Santa Fe Junior College Workshop, Gainesville, Florida, June 1969).

Santa Fe Junior Coll., Gainesville, Fla.

Pub Date Oct 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Counselor Role, Counselor Training, Educational Philosophy, *Educational Trends, Group Counseling, *Secondary School Counselors, Testing, *Vocational Counseling, *Vocational Education, *Workshops

Identifiers—Counselor Workshops

The purpose of this summer workshop was to enhance communication channels between the public school and college personnel, to acquaint public school personnel with resources for enlarging their counseling programs, and to expand upon the concept of vocational counseling. Presentations included (1) "New Dimensions/Problems in Secondary School Counseling" by Clifford R. LeBlanc, (2) "Future Dimensions in Vocational-Technical Education" by E.L. Kurth, (3) "Introduction to Growth Group Experiences" by Tal Mullis, (4) "New Perspectives

in Group Work" by Richard Blouch, (5) "Counseling the Disadvantaged" by J.D. Beck, (6) "Counselor Use of Tests" by Marlin R. Schmidt, and (7) Summary and Conclusions by April O'Connell. (CH)

ED 042 885 VT 010 525

Brown, William J., Jr.

The Effect of In-Service Education and Resource Unit Components on Teacher and Student Learning. Research Series in Occupational Education No. 12.

North Carolina State Univ., Raleigh. School of Education.

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.

Pub Date 68

Note—38p.

Available from—Research Coordinating Unit in Occupational Education, Division of Research, State Department of Public Instruction, Raleigh, North Carolina 27602

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Bibliographies, Evaluation, *Inservice Teacher Education, *Learning Experience, Resource Materials, *Resource Units, Statistical Analysis, *Student Improvement, Tables (Data), *Teacher Improvement

This 2 x 4 factorial experiment involved 40 high school teachers of vocational agriculture and their sophomore students. The primary purpose was to question the effectiveness of providing inservice teacher education to upgrade the subject matter competence of teachers and furnishing them with resource units. The findings were that inservice education improved the subject matter competence of teachers but did not have a significant effect of student learning. Resource units were found to be of significant value in improving the subject matter competence of the teacher, but had little influence on student learning. A bibliography and sample resource unit are appended. (BC)

ED 042 886 VT 010 587

Center for Studies in Vocational and Technical Education, Annual Report.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Pub Date Nov 69

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Conferences, *Educational Research, Graduate Study, Information Retrieval, *Information Services, Publications, *Research Projects, *Vocational Education

The functions of the Center for Studies in Vocational and Technical Education, established under a Ford Foundation grant at the University of Wisconsin in 1964, are to examine, evaluate, and further the development of the nation's system of occupational education by research, graduate study, conferences, establishment of a national depository of reference materials, and dissemination of publications. The report contains information on research and publications on vocational education, and on three conferences held at the University of Wisconsin during fiscal year 1969. Lists of graduate research and publications of research activities at the Center are also included. (BC)

ED 042 887 VT 010 650

Guidelines for Establishing and Evaluating High School Technical Electromechanics Programs.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Report No.—Bulletin-79L-3

Pub Date Aug 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Administrator Guides, Educational Facilities, *Electrical Occupations, *Electromechanical Technology, *High School Curriculum, *State Standards, *Technical Education

Educators and industrial representatives developed these guidelines for school officials, instructors in technical education, and program and facility planners to use in planning a high school program in technical electromechanics. Designed to train students for entry into industry in applied electromechanics, the program includes electricity, basic electronics, fundamentals of mechanisms and appropriate general education subjects. Sug-

gestions are given for organization and administration and for physical facilities and equipment. The program is outlined for grades 10-12, with course descriptions of the technical electromechanics courses. A job description of the electromechanical technical aide is included. (DM)

ED 042 888 VT 010 712

Johnson, Elmer H.

Work Release: Factors in Selection and Results.

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Research and Demonstration Grants.

Pub Date 69

Note—292p.

Available from—Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, Carbondale, Illinois 62901 (\$5.00)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—*Correctional Rehabilitation, Employment Opportunities, *Prisoners, *Probationary Period, *Program Evaluation, State Programs, *Work Experience Programs

As the first systematic evaluation of an American work-release program, this investigation employed data on all male prisoners placed on the program in North Carolina between 1957 and 1963. Outcome was measured against the variables affecting selection for work-release. The study found that factors affecting parole performance after work-release include: (1) length of term served before work-release, (2) length of time on work-release, (3) skill level of work-release job, (4) continuation of work-release job into parole, and (5) relationship between work-release and parole locale. A sample of orthodox parolees was compared with the paroled work-releasees to disclose possible differences in parole performance and problems raised during supervision. The study concluded that the work-release experience generally brought fewer problems for the parole supervisor, in terms of transgressions, mobility, and family problems. The problems raised by the work-release parolee were more likely to be associated with behavior consistent with the ultimate purpose of parole. [Not available in hard copy due to marginal legibility of original document.] (BH)

ED 042 889 VT 010 741

Analysis and Summary of Current Manpower Trends and Policies. Second Edition.

National Association for Community Development, Washington, D.C.

Pub Date Nov 69

Note—303p.

Available from—National Association for Community Development, 1424 16th Street, N.W., Suite 401, Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Adult Vocational Education, *Economically Disadvantaged, Federal Laws, *Federal Legislation, Interagency Cooperation, *Manpower Development, Underemployed, Unemployed

Recent redesigning of manpower programs reflects the shift toward the job and income approach to fighting poverty. Because money spent to provide jobs will ultimately reduce welfare costs, practically all manpower programs have undergone or will undergo significant redesign. This report was prepared to supply community development personnel and the general public with detailed information about these developments and to provide some analysis of their impact. Major emphasis is placed on the proposed Manpower Training Act of 1969, both because of its impact and because it is typical of present administration policy. This proposed act replaces previous legislation, such as the Manpower Development and Training Act of 1962. Other programs under consideration are the Neighborhood Youth Corps, Public Service Careers, and Concentrated Employment Programs. (BH)

ED 042 890 VT 010 917

Johnson, Ronald W.

A Second Look at the Drop-Out Problem in Apprenticeship Training.

New Brunswick Dept. of Labour, Fredericton.

Pub Date Mar 68

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Apprenticeships, Dropout Characteristics, *Dropout Problems, *Dropout Research, Trade and Industrial Education

Identifiers—*New Brunswick Department Of Labour

In this follow-up study, which was designed to expand the knowledge of the causative factors in apprenticeship drop-out and test the validity of the findings of the previous study, a random sample of 20 cancelled apprentices who had dropped from the apprenticeship program since January 1966, was matched with 20 apprentices who had completed the apprenticeship program since January 1966. The apprentices were matched on the following criteria: (1) similarity of trade, (2) age at time of indentureship, (3) marital status at time of indentureship, and (4) educational level at time of indentureship. Conclusions drawn indicate: (1) Few apprentices fail their courses; the vast majority of those not completing their program simply drop out, (2) Dissatisfaction with the employer or lack of confidence in the value of certification caused drop-out, and (3) Lack of maturity, although not confirmed by this study, may be a causative drop-out factor. The previous study is available as ED 012 427 (RIE January 1968). (GR)

ED 042 891 VT 010 979

Levine, Louis Norton, John Herbert

Manpower Information for Urban Poverty Areas. Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Pub Date 69

Note—292p.

Available from—Institute for Research on Human Resources, Pennsylvania State University, 411 Boucke Building, University Park, Pennsylvania 16802 (\$3.00)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, Data Analysis, Data Collection, Data Processing, Information Needs, *Information Sources, *Information Systems, Inner City, *Manpower Development, Program Evaluation, *Urban Slums

Identifiers—Philadelphia

A lack of data continues to hinder efforts to cure the problems of poverty areas. This project was designed to determine possible means to gather the needed data, so that program planners could make decisions based on facts rather than intuition. Although this is a case study of an inner-city poverty area of Philadelphia, the need for data and the methodology for establishing a manpower information system are discussed in a broad perspective, so that the experience can be generalized to describe any similar urban areas. The second part of this report compares alternative sources of manpower data for the area. By focusing attention on the data systems of large public agencies, such as educational and law enforcement services, the researchers found a vast quantity of untapped data. Similarities discovered in types of data gathered and in problems encountered by the different agencies indicate that a good potential exists for interagency cooperation to provide efficiently an improved data system. (BH)

ED 042 892 VT 011 004

Resolving the Manpower Paradox: Workers Without Jobs; Jobs Without Workers. State of New York—Legislative Document (1969)—Number 84.

New York State Senate, Albany.

Pub Date Jun 69

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—Disadvantaged Groups, Employment Opportunities, Employment Patterns, *Labor Market, *Manpower Development, *Manpower Needs, Manpower Utilization, Negro Employment, *Occupational Mobility, *Unemployed, Vocational Education

This report culminates 2 years of a major policy inquiry into New York's manpower problems by the State Senate's Special Senate Committee on Manpower. Part One gives data showing unemployment by occupation, race, education, and place of residence. The effects on the disadvantaged of changing employment patterns are demonstrated, and various manpower programs are evaluated. Part Two discusses the implications of these findings for welfare, unemployment insurance, and manpower development programs.

For policy and planning the committee recommends a central manpower advisory board composed of industry, labor, academic, and government experts capable of formulating a comprehensive manpower development plan. Policy should concentrate on making employment more attractive than welfare, and improving the structural imbalance of the labor market by improving the skills of surplus manpower and offering a labor exchange to improve mobility. An independent and permanent source of funds is needed to supplement state and federal funds and might be acquired through a special unemployment insurance tax payable by the employer as an investment in a more effective employment service program. (BH)

ED 042 893 VT 011 094

Vocational Competency Examination for Preparatory Teachers and Teacher Coordinators in Vocational Business and Office Education, 1970. Michigan Univ., Ann Arbor. School of Education. Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date 70

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Business Education, Credentials, National Competency Tests, *Office Occupations Education, Teacher Certification, *Teacher Education Curriculum, *Teacher Evaluation, *Tests, Work Experience

A competency examination was developed to assist in certification as well as to increase the supply of vocational business and office education teachers. The rationale for the examination was derived from reviewing literature and gathering information from 12 states, 25 coordinators, special meetings, and before-and-after questionnaires completed by 41 graduate students. The examination consists of three parts designed to test competencies in technical content and skills, professional vocational teacher education, and work experience. Suggestions are given for the type of examination to test each competency area as well as for administering procedures. The letter of inquiry, mailing list, and supplementary comments are appended. (SB)

ED 042 894 VT 011 249

Distributive Education in the Secondary Schools: A Tentative Program.

Chicago Board of Education, Ill.

Pub Date 64

Note—327p.

Available from—Chicago Board of Education, 228 North La Salle Street, Chicago, Illinois 60601 (\$4.00)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—*Cooperative Education, Curriculum Guides, *Distributive Education, *Instructional Materials, *Program Guides, Program Planning, Secondary Schools, *Teacher Role

This program guide for distributive education was developed as a cooperative effort of the Chicago Public Schools and the business community to help the teacher-coordinator establish a cooperative program and organize related activities and classroom instruction. Information is provided on the role of the teacher-coordinator, program activities such as the daily report of training station activities, public relations activities and further opportunities for study in distributive education. Included in the program guide are nine basic or group instruction units, among which are units on (1) selling and buying, (2) stock control, (3) advertising and merchandising, (4) store organization and management, and (5) economics of distribution. Individualized instruction is incorporated into the program through the use of training plans for 26 types of training stations, while group instruction is used for teaching the basic understandings, concepts, and skills required for employment. Much use is made of sample forms, illustrations, and charts. (JS)

ED 042 895 VT 011 297

Project Event: Evaluation of Vocational Education Now and Tomorrow.

John F. Kennedy Memorial High School, Iselin, N.J.

Pub Date Jun 69

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Employer Attitudes, Graduates, *Program Effectiveness, *Program Evaluation,

Secondary Education, Student Attitudes, Teacher Attitudes, *Vocational Education

To determine the effectiveness of a secondary vocational education program and to establish a pattern for evaluation procedures, a committee composed of five counselors and three teachers used questionnaires to gather data from students, graduates of the program, parents, teachers, and employers. To insure validity, followup telephone calls and additional mailings were made to graduates and their employers. Of the 88 faculty respondents, 79 percent saw themselves as teaching vocationally oriented courses, but 55 percent indicated a need for more information about the programs in existence. Most graduates felt their vocational training had prepared them for their jobs. Students learned about the courses from friends, teachers, or counselors. Some recommendations were: (1) On-the-job training should be a standard part of all vocational courses, (2) Tools and equipment for all vocational courses should be similar to those in industry, and (3) Periodic reviews and evaluation should be made of all vocational programs. Sample questionnaires are appended. (SB)

ED 042 896 VT 011 333

Report of New Manpower Researchers Conference (September 19-19, 1969).

National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Oct 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—*Conference Reports, *Doctoral Theses, Federal Programs, *Graduate Students, Incentive Grants, *Labor Economics, Research, *Research Projects

Each year, recipients of the Manpower Administration doctoral dissertation grants for manpower researchers discuss their research findings at a conference in Washington, D.C. In addition to serving as forums for the interchange of ideas, these conferences also provide an opportunity for participants to meet their peers and experienced manpower specialists. The conferences also give government manpower people a chance to assess first-hand the capabilities of the new researchers. The 1969 Conference was divided into six working sessions: (1) Professional and Technical Manpower, (2) Mobility and Migration, (3) Urban Labor Market Problems, (4) Work Incentives, Motivation, and Job Satisfaction, (5) Theoretical Labor Market Analysis, and (6) Public and Private Efforts to Alleviate Manpower Problems. The conference program, including 15-minute presentations by the 36 attending grant recipients, is contained in the appendix to the report. (BH)

ED 042 897 08 VT 011 400

Cunningham, J. W., Ed.

The Job-Cluster Concept and Its Curricular Implications: A Symposium. Center Monograph No. 4.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Charts, *Cluster Grouping, Conceptual Schemes, *Curriculum Development, *Educational Research, Job Analysis, *Occupational Clusters, Secondary Grades, *Vocational Education

Contributions from job-cluster research include greater understanding of the desired end-product of vocational education, potential for curriculum development, and better understanding of job analysis. Presentations by specialists who are presently active in research on the problems of job-clustering include: (1) "A Functional Approach to Curriculum Development" by D. Sjogren, (2) "A Conceptual Framework for the Study of Job Similarities" by J. W. Cunningham, (3) "Application of Cluster Research to Curriculum Development" by H. F. Rahmlow, and (4) "The Development, Implementation, and Field Evaluation of the Cluster Concept Program in Vocational Education at the Secondary School

Level" by W. S. Mietus. Critiques of the papers are provided by E. J. Morrison and Dale G. Hamreus. (SB)

ED 042 898 08 VT 011 401

Lewis, Charles E., Jr.

School Integration, Occupational Expectations, and Occupational Education: A Study of North Carolina High School Boys. Center Research and Development Report No. 9.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—168p.

EDRS Price MF-\$0.75 HC-\$8.50

Descriptors—Educational Needs, Educational Research, *High School Students, *Males, *Occupational Aspiration, *Racial Integration, Racial Segregation, Social Integration, *Vocational Education, Vocational Interests

Identifiers—*North Carolina
To investigate the relationship between racial integration and student's level of occupational expectation, questionnaire data were obtained from a sample of 1,264 high school male seniors in 84 integrated and segregated schools in North Carolina. Analysis of integration and expectation in relation to socioeconomic status, size of school, community orientation, knowledge of occupational education opportunities, and occupational preparation behavior revealed: (1) In integrated schools, white students have higher occupational expectation levels than nonwhite students except when socioeconomic status is low, the school is small, or social integration is high, (2) Whether white or nonwhite, segregated or integrated, urban students have higher expectations than rural students, (3) Level of occupational expectation is positively related to socioeconomic status for both white and nonwhite students, and (4) In segregated schools the expectation level of white and nonwhite students does not differ regardless of socioeconomic status. The results imply that the physical and social dimensions of integration as well as race of the student influence occupational expectations quite differently. Results also suggest a need for occupational education programs that would emphasize social integration as a means of raising expectation levels. (Author/SB)

ED 042 899 08 VT 011 403

Holomon, Richard L. And Others

Concerted Services in New Mexico: An Evaluation of Developmental Change. Center Research and Development Report No. 5.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—188p.

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—*Educational Programs, Employment Problems, Needs, *Pilot Projects, Program Administration, *Program Evaluation, *Program Improvement, *Rural Areas, Skill Obsolescence, Technological Advancement, Unemployed

Identifiers—*Concerted Services In Training And Education, New Mexico

Concerted Services in Training and Education was conceived as one way to minimize the dysfunctional effects of technological developments on rural communities. Three pilot projects were established to evaluate the feasibility and effectiveness of a concerted approach to solving the training problem and other needs of rural people. One project was located in Sandoval County, New Mexico, and a 10-member evaluation team conducted an examination to determine the operational context, the resources brought into the county as a result of Concerted Services, the means or process of change, and lasting outcomes. Some major recommendations were: (1) To alleviate confusion, the agency name and objectives should be changed, (2) An Indian with professional training and experience should be added to the staff, (3) The coordinator should recruit unemployed leaders to participate in training programs, (4) Concerted Services should be

placed directly under the control of a federal agency, and lines of authority and responsibility should be clarified, and (5) Implementation of future projects should be preceded by planning for evaluation. Related documents in this issue are VT 011 404 and VT 011 474-476. (SB)

ED 042 900 08 VT 011 404
Coster, John K.

A Preliminary Appraisal of Concerted Services in Training and Education in Rural Areas. Occasional Paper No. 1.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0348

Pub Date 67
Grant—OEG-2-7-070348-2698

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Educational Needs, *Educational Programs, *Federal Programs, Objectives, Pilot Projects, Program Effectiveness, *Program Evaluation, *Rural Areas, *Vocational Education

Identifiers—*Concerted Services In Training And Education

In order to gather information on which to base decisions regarding the continuation of the Concerted Services in Training and Education in Rural Areas, a preliminary appraisal was made of three pilot projects located in Arkansas, New Mexico, and Minnesota. Overall impressions and reactions to attainment of objectives were made, and some major ones include: (1) Marked progress has been made toward developing general operational patterns for concentrating all agencies and resources on the occupational education problems, (2) Definite progress has been made in identifying existing and potential employment opportunities and organizing occupational education programs for youth and adults, (3) Vocational counseling services are needed in rural areas, (4) A crucial problem is the extent to which resources other than governmental agencies may be tapped to provide educational, guidance, and other services, (5) The projects have fostered closer working relations among federal and state agencies operating in the counties, and (6) Although the conceptualization and implementation of the project is of vital importance, the ultimate success rests with the county coordinator. Related documents in this issue are VT 011 403 and VT 011 474-476. (SB)

ED 042 901 08 VT 011 433
Cameron, Walter A. Cotrell, Calvin J.

Remote Feedback Techniques for Inservice Education. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase X-Interim Report. Research and Development Series No. 40.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0158

Pub Date Jul 70

Grant—OEG-3-7-000158-2037

Note—86p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00)

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Beginning Teachers, Comparative Analysis, *Feedback, *Inservice Education, Lesson Observation Criteria, *Microteaching, Teacher Evaluation, Teacher Improvement, *Video Tape Recordings, Vocational Education, *Vocational Education Teachers

Three remote feedback techniques involving micro-teaching and video recording were tested to facilitate inservice teacher education to teachers in isolated circumstances. From a population of 57 beginning teachers of health occupations education, trade and industrial education, and technical education in Colorado, a sample of 39 teachers was selected randomly and assigned to three equal-treatment groups. The pretest-posttest control group design was selected to study video-phone feedback, video-mail feedback, and video-self-evaluation. A panel of two experienced state supervisors rated the 5-minute pretest lesson

and the posttest performance of the teachers with a six-point rating scale. In addition, a satisfaction scale and a reaction questionnaire were administered. Conclusions were: (1) Feedback from the teacher educator via mailed videotape presentations or via telephone had no more effect on improving teacher performance than a video-self-evaluation, (2) Teacher satisfaction with the three remote techniques was not dependent upon the type of feedback received, and (3) Remote techniques in an inservice program were found feasible and did help beginning teachers analyze and change their teaching behavior. (GR)

ED 042 902 VT 011 444
Development of Career Opportunities for Technicians in the Nuclear Medicine Field, Phase I. Interim Report Number 1: Survey of Job Characteristics, Manpower Needs and Training Resources, July 1969.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69

Note—290p.

EDRS Price MF-\$1.25 HC-\$14.60

Descriptors—*Career Opportunities, Educational Needs, Educational Programs, *Health Occupations, *Job Development, Manpower Development, *Manpower Needs, Occupational Information, *Radiologic Technologists, Task Analysis, Training

Phase I of a multiphase research program in progress at the Technical Education Research Center, Inc., was conducted to analyze needs and resources in terms of job performance tasks, career opportunities, and training requirements for nuclear medical technicians. Data were gathered through personal interviews with 203 persons, mostly physicians, and from 151 questionnaire respondents. Major findings were: (1) Nuclear medicine has grown rapidly, but more money, better equipment, and improved instructional programs for technicians would speed the growth, (2) Diagnosis is the major concern of every nuclear medicine department surveyed, although most are involved in some radiotherapy work, (3) The technician's tasks center upon scanning and the related activities of radiopharmaceutical preparation and oral administration to the patient, (4) Standardization of preparatory programs and certification requirements is needed, and (5) Need was expressed for a standard textbook written especially for the technician and for more careful instruction in clinical procedure, use of instruments, mathematics, and radiation physics. (SB)

ED 042 903 08 VT 011 469

Fearn, Robert M.

Labor Markets, Incentives and Occupational Education. Center Research Monograph No. 3.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Budgeting, *Community Colleges, *Curriculum Development, Hypothesis Testing, Labor Economics, *Labor Market, Questionnaires, Statistical Surveys, Technical Institutes, *Vocational Education

Although the major factors determining curriculum mix are known, little has been done to measure the relative importance of each factor. Using the data gathered by questionnaire from North Carolina community colleges and technical institutes, this study tested the hypotheses that local labor market structures influence curricular offerings, and that budgetary allocation procedures within the educational system create internal monetary incentives which affect curricular offerings. Least squares regression analysis indicated that curricular offerings were positively related to absolute size of the "using" industry but negatively related to its relative size. Data received from the North Carolina Department of Community Colleges confirmed the second hypothesis, that curriculum mix is affected by the local administrators' budgetary allocations. This can result in a drift in curriculum away from optimality toward a position more "profitable" to

the local administrator in terms of budgetary considerations. (BH)

ED 042 904 08 VT 011 474
Mann, Louis And Others

Concerted Services in Minnesota: An Evaluation of Developmental Change. Center Research and Development Report No. 7.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.80

Descriptors—*Adult Vocational Education, *Economically Disadvantaged, Employment Opportunities, *Federal Programs, *Interagency Coordination, *Rural Development

Identifiers—*Concerted Services In Training and Education, CSTE, RDC, Rural Development Committee

The concerted Services in Training and Education (CSTE) program was designed at the federal level to coordinate the resources of all appropriate federal agencies and related state agencies in rural development. The pilot Minnesota program focused on alternative strategies in area development, specifically a rural outmigration area with low income, underemployment, and lack of industry. This evaluation rates the Minnesota CSTE program in terms of its performance of four functions: research, coordination, education, and development. The program was judged successful in identifying through the research function the opportunities available to the disadvantaged. On the basis of the priorities established by research, resources of various public and private agencies were combined to fill needs for training and job development in the coordinating function, which was considered to be of major importance. A randomly selected sample of trainees responded favorably to the various training opportunities, and showed optimism about their futures. Related documents in this issue are VT 011 475-476, and VT 011 403-404. (BH)

ED 042 905 08 VT 011 475
Smith, J. Vernon And Others

Concerted Services in Arkansas: An Evaluation of Developmental Change. Center Research and Development Report No. 6.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—*Adult Vocational Education, *Economically Disadvantaged, Employment Opportunities, *Federal Programs, Interagency Coordination, *Program Evaluation, *Rural Development

Identifiers—*Concerted Services In Training and Education, CSTE, RDC, Rural Development Committee

The Concerted Services in Training and Education (CSTE) program was designed at the federal level to coordinate the resources of all appropriate federal and state agencies in rural development. The pilot Arkansas program focused on the problems of a rural outmigration area characterized by low income, underemployment, and lack of industry. Evaluation of this program was made from both analysis of the changes in the area's socioeconomic profile, and extensive reports derived from interviews, discussions, and questionnaires given to community leaders, trainees, graduates, and a control group. This evaluation rates the Arkansas CSTE program in terms of its performance of four functions: research to identify available opportunities, coordination between public and private manpower programs, vocational training, and development. Although the program was found to be generally successful, areas for improvement were discovered. In particular, more care should be given to preparing trainees for fields in which there are vacancies. Related documents in this issue are VT 011 403-404 and VT 011 474-475. (BH)

ED 042 906 08 VT 011 476

Griessman, B. Eugene

Planned Change in Low-Income Rural Areas: An Evaluation of Concerted Services in Training and Education. Center Research Monograph No. 2.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Economic Development, Economic Disadvantage, *Educational Programs, Low Income Groups, *Manpower Development, Pilot Projects, Program Effectiveness, *Program Evaluation, *Rural Areas, *Vocational Education

Identifiers—*Concerted Services In Training And Education, CSTE

An 11-semester research team conducted an evaluation of the Concerted Services in Training and Education (CSTE) pilot projects in Arkansas, Minnesota, and New Mexico. CSTE is a direct action program which attempts to stimulate area development through coordination of services and programs at local and national levels. Using an evaluative model consisting of environmental, resource, process, and product evaluation, data were gathered and analyzed from on-site evaluations and a survey of 855 community leaders and agency directors, graduates, trainees, and control groups. The team found substantial evidence that CSTE is attaining satisfactory performance on all objectives. Some expansion of local industry occurred and several small industries located in the pilot areas, but the overall increase in local employment was not great. In its present form CSTE appears to lend itself to rural counties that are conspicuously lagging in economic development. Though low income people have been helped by the training programs, a need still exists to attract wider participation of these people, not only into the training program, but also into the planning process. Related documents in this issue are VT 011 403-404 and VT 011 474-475. (SB)

ED 042 907 VT 011 539

Belitsky, A. Harvey

Private Vocational Schools: Their Emerging Role in Postsecondary Education.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Jun 70

Note—34p.

Available from—The W.E. Upjohn Institute, 1101 Seventeenth Street, N.W., Washington, D.C. 20036 (single copies available without charge)

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Educational Needs, Educational Programs, Educational Status Comparison, *Post Secondary Education, *Private Schools, Student Loan Programs, Student Needs, *Vocational Education

Two conditions make the future of private vocational schools look bright. First, only about one-fourth of all high school students are currently enrolled in vocational programs, and second, it is estimated that more than three-fourths of all students could benefit from such programs. A recent study revealed a total of 7,000 private, profit-making schools were serving an estimated 1.5 million students, meeting the needs of students through their diversification of programs and their highly specialized staff. In private vocational schools the evaluations are usually made by private accrediting organizations; student failure means teacher failure, and the dropout rate is usually lower than that of high schools and colleges. The usefulness of the private schools would be enhanced by congressional recommendation for use of the schools under provisions of the Vocational Education Act leading to joint ventures with public high schools, and by a government-sponsored loan-grant program enabling more students to attend these private schools. (JS)

ED 042 908 08 VT 011 540

Bice, Garry R.

The Relationship of Group Structural Properties and Communication Behavior Patterns to Opinion Leadership Among Teachers. Final Report. Research and Development Series No. 41.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Bureau No.—BR-7-0158

Pub Date Aug 70

Grant—OEG-3-7-000158-2037

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Agricultural Education, *Behavior Change, *Behavior Patterns, *Change Agents, Educational Innovation, Opinions, Statistical Data, *Vocational Education

To gain insight into a leader's ability to effect change by influencing group peers this study sought to identify structural properties and communication behavior characteristics of the school systems in which opinion leaders and isolates work, as they relate to a change strategy for vocational-technical education. Based on questionnaire data collected from a random sample of 57 vocational agriculture teachers, the study revealed that the success of an opinion leader is related to the definition of the peer group and to the school in which he teaches. (JS)

ED 042 909 VT 011 632

Griffin, James F.

Relationship of Selected High School Courses Completed to Achievement in Industrial Arts Teacher Education.

Pub Date 70

Note—120p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 Document Not Available from EDRS.

Descriptors—*Academic Achievement, Bibliographies, *College Graduates, *Comparative Analysis, Doctoral Theses, Grade Point Average, *Grades (Scholastic), *Industrial Arts, Relationship, State Colleges, Statistical Data, Teachers Colleges

The relationships of selected high school courses to achievement in technical and professional courses in industrial arts teacher education programs were studied, with particular attention to students of high, medium and lower scholastic ability. Records of 273 students who earned degrees in education from five Missouri State Colleges between 1964-1969 were examined and used in this study. Students were grouped into three scholastic ability groups on the basis of raw scores earned on the Ohio State University Psychological Examination. Some conclusions having significant relationships were: (1) Graduates who had taken 5-4 units of high school industrial arts had lower grade point averages (GPA) than those who had taken fewer units, (2) Mathematics GPA's were related positively with high and medium ability students who took technical courses, (3) Mathematics GPA's were negatively related for medium and low scholastic ability levels while science GPA's were related in a positive direction for high and low scholastic ability students, and (4) Grades in mathematics and industrial arts related in a positive direction for high and medium ability graduates and in a negative direction for low scholastic ability graduates. This Ed.D. thesis was submitted to the University of Missouri. (GR)

ED 042 910 VT 011 640

Morgan, Robert L.

An Approach to Evaluation: A Model for Evaluating the North Carolina Exemplary Program.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Pub Date 21 Jul 70

Note—26p.; Paper presented at the National Inst. on Exemplary Projects in Vocational Education (Squaw Valley, Calif., Jul. 21, 1970)

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Career Planning, *Evaluation Criteria, *Evaluation Needs, Junior High School Students, *Models, *Program Evaluation, *Program Improvement, Vocational Education

Program evaluation is a difficult task, but it must be attempted in order to provide the decision-makers with a basis on which to judge the effectiveness of the program and on which to recommend improvements. Realizing that difficulties may exist, such as in the unique nature of a specific program or in the lack of adequate measurements of effectiveness, it was felt that a general evaluation model should be developed. The Apex model was developed to evaluate a program in a rural, economically depressed community in North Carolina, with an integrated

population of 1,900 students in four schools, Grades 1-12. The model was adapted from a previously developed model and incorporates process evaluation, product evaluation, and a feedback system. It also makes use of the post-hoc method and a control group. This model was useful in judging the effectiveness of the Apex project in relation to specific project objectives and in relation to the intent of the legislation which funded the project. It is believed that certain aspects of this model can be used in developing the needed general model of evaluation. (JS)

ED 042 911 VT 011 690

Envick, Robert Mertyn

Competencies Desired for Employment in the Plastics Industry.

Pub Date 70

Note—150p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 Document Not Available from EDRS.

Descriptors—Bibliographies, Doctoral Theses, Employer Attitudes, Employment Qualifications, *Entry Workers, High School Graduates, *Industrial Education, *Job Skills, *Plastics, Questionnaires, Technical Education

To establish criteria for developing plastics education programs for industrial education which meet the needs of the plastic industry, 163 (81 percent) questionnaires were completed by processors and converters. Trade journals, magazines, textbooks, and other studies in plastics education provided further information. Conclusions drawn from the questionnaires were: (1) The plastics industry finds there are few skilled employees available for hiring, (2) The industry considers plastics education important to persons seeking employment, (3) Processors placed a slightly higher value on general education courses than on industrial education courses, (4) The importance of a plastics process should be determined by an analysis of the responses provided by the processors who are directly concerned with that activity, (5) All processes must be considered for curriculum content, and (6) Communication between education and industry must be established. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 042 912 VT 011 693

Filep, Robert T. Sales, T. Bradford

Journey for Relevance. Industry and Education Study No. 3.

Institute for Educational Development, El Segundo, Calif.

Pub Date Apr 70

Note—81p.

Available from—Institute for Educational Development, 52 Vanderbilt Avenue, New York, New York 10017 (\$2.00)

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Educational Innovation, *Educational Programs, Evaluation, *Relevance (Education), *School Community Cooperation, School Systems, *School Visitation, Surveys

During the decade of the seventies many changes in education will occur which will affect students, teachers, and administrators as well as the curriculum. To review some of the innovative ways selected schools are already changing their programs in an effort to be more relevant, a pilot visit was made by 81 businessmen and educators to five schools across the country. The visit, coordinated by the Northern California Industry-Educational Council, sought to provide an overview of educational innovations and to provide a basis for evaluating these new approaches. Many participants complained of the tight schedule and the large size of the group but still found the trip to be valuable from the standpoint of the dialogue which took place. Also the travelers perceived how certain approaches could be adapted for their communities. Recommendations for future trips of this nature emphasize the need for pre-planning activities. A related document is available as ED 038 534. (JS)

ED 042 913 VT 011 702

Thrash, Jimmie Ford

The Project Method in Distributive Education: Student Achievement in Selected Content Areas.

Pub Date May 70

Note—138p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 Document Not Available from EDRS.

Descriptors—Achievement Rating, Comparative Analysis, *Distributive Education, *High School Students, *Predictive Measurement, *Project Training Methods, Sampling, Statistical Analysis, *Teaching Methods

To justify the use of a particular teaching method it should be followed up with a measurement of student achievement. Thus, the primary objective of this study was to determine whether the project method of instruction is accomplishing its task of training young men and women to enter the world of work without the benefit of first hand experience in an on-the-job situation. An exhaustive and a comprehensive answer to the question implied by the objective was not available, so three subject content areas were used in testing students who were previously and those who were not previously enrolled in the project method of instruction. Differences in their rate of achievement were determined and analyzed using the single and multiple classification of variance. One major conclusion reached from the study is that there is no significant difference in the rate of achievement on the three content tests between the two groups of students tested. This Ed.D. dissertation was submitted to Oklahoma State University. (Author/JS)

ED 042 914 VT 011 703

Long, Gilbert Andrew
Personnel Responsible for Decisions Influencing Vocational Education in Local Schools.

Pub Date 70
Note—144p.
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Responsibility, Comparative Analysis, *Decision Making, Doctoral Theses, Educational Research, Principals, School Superintendents, Secondary Schools, *Teacher Responsibility, *Vocational Education, *Vocational Education Teachers

To determine where vocational education decisions are made in the administrative hierarchy of the school system and to measure the extent of agreement concerning the location of decision responsibility, superintendents, principals, and 204 vocational teachers in 22 Ohio secondary schools were interviewed using a decision analysis instrument composed of 45 decisions. The respondents generally agreed upon the location of decision responsibility for 38 of the 45 decisions. By using the same analysis instrument, a jury of experts in school administration were in agreement for 35 of these 38 decisions, inferring that experts in educational administration can project decision-making functions in secondary schools. Greater agreement in perception by the respondents was found concerning teachers' responsibilities, inferring that teachers' decisional functions are more commonly recognized than are those of the principal or superintendent. So that staff may be trained to make decisions within their particular function, more research should be conducted to define decision responsibilities of teachers, principals, and superintendents. This Ph.D. dissertation was submitted to the Ohio State University. (GB)

ED 042 915 VT 011 707

Harrington, Fred Whitney
Development of a Self-Instructional Package on Cooperative Education Coordination Skills.

Pub Date 70
Note—102p.
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—College Students, *Comparative Analysis, *Distributive Education, Individualized Instruction, *Instructor Coordinators, *Job Skills, Predictive Measurement, Program Coordination, *Teacher Education

Identifiers—Self Instructional Package
To help cooperative education teacher-coordinators bridge the gap between preservice teacher education classes and on-the-job coordination skill requirements, a prototype self-instructional package on cooperative education coordination skills was developed which included video recorded interview models with discrimination training. The package was then tested by using control and experimental groups of distributive education students. Analysis was facilitated by using the pretest-posttest method, an analysis of covariance, paired groups, the t-test, and a student opinionnaire. The hypothesis that prospective coordinators who use the self-instructional package significantly improve their performance in three skill areas as compared to those prospective coordinators who do not use the package was not accepted. However, it was concluded that those using the package did improve their skills. Recommendations resulting from the study include the need for future research to test the results of using the package over a longer training period. This Ph.D. dissertation was submitted to The Ohio State University. (Author/JS)

ED 042 916 08 VT 011 708
Brandon, George L., Ed.
Research Visibility: Manpower Development, Vol. Ed for the Disadvantaged.
American Vocational Association, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
Bureau No.—BR-7-0633
Pub Date Sep 70
Grant—OEG-2-7-070633
Note—16p.

Journal Cit—American Vocational Journal; v43 n6 pp41-56 Sep 1970
EDRS Price MF-\$0.25 HC-\$0.90
Descriptors—*Bibliographies, City Government, *Disadvantaged Groups, Educational Programs, Employment Opportunities, *Manpower Development, *Research Reviews (Publications), Unemployed, Vocational Adjustment, *Vocational Education

The 16 research reviews which pertain to vocational education for the disadvantaged are organized under these topics: (1) Manpower Development, which reviews manpower forecasting, employer policies and practices, and training in selected apprenticeship trades, (2) Training the Disadvantaged, which discusses the effect of prevocational training and family service counseling, motivating trainees, adapting military instruction for those with low mental ability, work adjustment of hardcore unemployed, employment opportunities provided by municipal governments, industry hiring requirements, and effectiveness of a comprehensive manpower project, and (3) Training Disadvantaged Youth, which includes a review of the Neighborhood Youth Corps and its benefits, a teacher education seminar, and problems in transition from school to work. "Plain Talk," a continuing column by the editor, discusses the future of the "Research Visibility" series, G.I. research, and manpower. An additional 18 studies and ordering information are included in the bibliography. (SB)

ED 042 917 VT 011 721

Smith, Brandon B., Ed. Moss, Jerome, Jr., Ed.
Report of a Seminar: Process and Techniques of Vocational Curriculum Development (Minneapolis, Minn., Feb. 28-Mar. 1, 1970).
Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date Apr 70
Note—126p.
EDRS Price MF-\$0.50 HC-\$6.40

Descriptors—*Conference Reports, *Cooperative Planning, *Curriculum Development, *Curriculum Research, Job Analysis, Occupational Surveys, *Systems Approach, Vocational Development, Vocational Education

Identifiers—Minnesota, Research Coordinating Unit (RCU)

A group of nine persons met in Minneapolis at the invitation of the Minnesota Research Coordinating Unit to discuss some of the innovative empirical techniques for implementing the "systems" approach to vocational curriculum development, including some military pioneering efforts. The seven presentations discussed at the seminar included: (1) "A Systems Application to Curriculum Improvement" by David S. Bushnell, (2) "A Manpower Delivery System: Implications for Curriculum Development" by Robert G. Smith, Jr., (3) "Implications of Air Force Occupational Research for Curriculum Design" by Raymond E. Christal, and (4) "An Empirical Procedure for Identifying the Structure of the Technical Concepts Possessed by Selected Workers" by Jerome Moss, Jr. and others. Throughout the seminar, discussion was directed to (1) the preparation of students for entry and reentry into the labor market in relation to specifying the worker's role and tasks, (2) the selection of tasks to be taught, analyzing the selected tasks and stating performance objectives, and (3) the specification of instructional sequence. A major outcome of the seminar was a framework for use in describing the nature of conceptual and operational problems facing curriculum builders. (JS)

ED 042 918 VT 011 724
Holcomb, Beverly J.
Training the Socio-Economically Disadvantaged; A Selected, Annotated Bibliography.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education; Arkansas Vocational Education Research Coordinating Unit, Fayetteville.

Pub Date Jun 69
Note—221p.
EDRS Price MF-\$1.00 HC-\$11.15
Descriptors—Abstracts, Annotated Bibliographies, *Bibliographies, *Dropouts, *Economically Disadvantaged, Educational Needs, Program Development, *Socially Disadvantaged, *Vocational Education

Identifiers—Arkansas, Research Coordinating Units (RCU)
This annotated bibliography presents a collection of readings which should be of interest to persons charged with the responsibility of planning programs dealing with the education, counseling, and socialization of the socioeconomically disadvantaged. Taken from various sources, this collection contains: (1) current readings, (2) a listing of titles of reserve articles and publications available in the Arkansas Research Coordinating Unit (RCU) Library, (3) selected abstracts from the microfiche collection on the disadvantaged available in the same RCU library, and (4) other bibliographies on the disadvantaged gleaned from various sources. The entries are arranged in categories including (1) Training the Socio-Economically Disadvantaged, (2) Disadvantaged Groups and Hard-Core Unemployed Drop-Outs, (3) Hard-Core Unemployment: A Selected, Annotated Bibliography, (4) School Desegregation: Changing Policies and Practices, and (5) Other Bibliographies. Arranged by author, the entries provide document information such as the date, title, and page numbers. (Author/JS)

ED 042 919 VT 011 728
Kintgen, Jean
Interpretation of Literature on Career Ladders and Lattices in Health Occupations Education. Information Series No. 23.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 70
Note—29p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Articulation (Program), *Bibliographies, Conference Reports, *Health Education, *Health Occupations Education, Program Descriptions, Program Guides, *Research Reviews (Publications), Speeches

Identifiers—Center for Vocational and Technical Education

This review and analysis of literature concerning career ladders and lattices in health occupations education should aid researchers and practitioners in assessing the current "state of the art" in the field. Using the resources of the ERIC Clearinghouse on Vocational and Technical Education, a computer and manual search of documents dating back to 1966 yielded a bibliography of 56 entries intended to aid individuals in developing programs and/or doing research. The documents include content directly related to the ladder or lattice concepts and are presented under the following headings: (1) Conference Reports, (2) Curriculum Development Studies, (3) Papers and Speeches, (4) Program Descriptions and Evaluations, (5) Program Guides (New Career Concepts), and (6) Other. Bibliographic information includes the author, name of document, and the source of document. (JS)

ED 042 920 08 VT 011 732

Ulery, J. William

Management and Evaluation Plan for Instructional Systems Development for Vocational-Technical Education. Project ABLE: Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School.

American Institutes for Research, Pittsburgh, Pa.; Quincy Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-15

Bureau No.—BR-5-0009

Pub Date Apr 70

Contract—OEC-5-85-019

Note—269p.

EDRS Price MF-\$1.25 HC-\$13.55

Descriptors—*Behavioral Objectives, *Curriculum Development, *Program Evaluation, *Program Improvement, *Systems Approach, *Task Analysis, *Task Performance, *Vocational Education, *Vocational Followup

Identifiers—*Project ABLE

Intended to serve as a manual for the developmental and evaluative activities of Project ABLE, this report presents the management and evaluation plan for instructional system development. Major emphasis of the plan is the formation of evaluative procedures drawing on student performance data as the primary source of feedback. To insure continuous program and product improvement, the system is designed around a test/revise/retest process which should continue as long as the program is in operation. Job and task descriptions, followed by specification of behaviorally stated performance objectives, are the basis of the primary evaluation instruments. Procedures for the design and application of developmental and evaluative instruments along with sample materials, flow charts, various system control documents, and sample instruments for formative and summative evaluation are included. (Author/SB)

ED 042 921 VT 011 736

Borcher, Sidney Dean

Experimental Evaluation of Demonstrations in Teaching Vocational Agriculture.

Pub Date 70

Note—228p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Demonstrations (Educational), *Doctoral Theses, *Experimental Programs, *Experimental Teaching, *Instruction, *Instructional Aids, *Teaching Guides, *Vocational Agriculture

To evaluate the effectiveness of demonstrations in vocational agriculture instruction, 12 randomly selected Iowa high schools were divided and used as a control group and a demonstration group. Thirty-nine demonstrations were used in four subject matter areas of the test group, while the control group did not have use of the demonstrations. Analysis of variance of pretest scores revealed no difference between the students in their prior knowledge of subject matter. All analyses comparing the achievement of the vocational agriculture classes with and without demonstrations revealed no significant differences between the two types of instruction. However, analysis of covariance resulted in the demonstration group's adjusted mean posttest scores being higher than those for the control group in all four subject matter areas. This Ph.D. dissertation was submitted to Iowa State University. (Author/GB)

ED 042 922 VT 011 757

Hansen, Herbert Eugene

Competencies in Welding Needed for Agricultural Machinery Maintenance.

Pub Date 70

Note—89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Skills, *Masters Theses, *Metal Working Occupations, *Questionnaires, *Skill Development, *Welders, *Welding

To determine needed competencies in welding for agricultural maintenance, questionnaires from 125 farmers familiar with welding and 96 job-shop welders representing 40 percent of the Iowa vocational agriculture departments were rated and evaluated. The ten most needed competencies in

arc welding were found to be: (1) understanding of the effect of amperage, arc length, speed of travel, and angle of electrode on weld quality, (2) ability to weld in various positions, (3) understanding of properties of metals, (4) ability to select proper electrode and amperage setting, (5) understanding of properties and uses of electrodes, (6) understanding of safe operating procedures, (7) ability to prepare and fit pieces to be joined, (8) ability to weld cast and malleable iron, and (9) ability to recognize and make corrections for weld defects. In oxyacetylene welding, the most needed competencies were the abilities to adjust proper gas settings, obtain correct flame, select welding and cutting equipment and materials, identify steel and cast iron temperatures by color, as well as to understand safe operating procedures and the effect of tip size, gas pressures, speed of travel, angle of tip, and type of flame on weld quality. This M.S. thesis was submitted to Iowa State University. (GB)

ED 042 923 VT 011 760

McVey, Gary C.

An Experimental Evaluation of the Effectiveness of an Audio-Tutorial Method in Teaching Vocational Agriculture.

Pub Date 70

Note—120p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Comparative Analysis, *Doctoral Theses, *Educational Experiments, *Evaluation, *Experimental Teaching, *Secondary Grades, *Teaching Guides, *Teaching Techniques, *Vocational Agriculture

To determine the effectiveness of an audio-tutorial technique in vocational agriculture, six treatment schools and six control schools were randomly selected from 48 Iowa high schools qualifying for participation in the study. While each school was provided the same reference material and teaching outline for the 14-day experimental period, the treatment schools were provided audio-tutorial machines and programs of 20 minutes maximum length with 59 slides or less in the four subject matter areas of instruction. Results showed no significant differences between the audio-tutorial and the control schools in magnitude of change in knowledge for each of the four class level comparisons. Statistical techniques to adjust for differences in mean scores resulted in a significant value for the audio-tutorial technique effectiveness in teaching farm credit. The audio-tutorial technique was as effective as the control technique in teaching animal health, commercial fertilizer, and small gasoline engines. This Ph.D. dissertation was submitted to Iowa State University. (GB)

ED 042 924 VT 011 761

Ahrens, Donald Louis

Experimental Evaluation of Prepared Lesson Plans on Instruction in Vocational Agriculture.

Pub Date 70

Note—199p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Doctoral Theses, *Evaluation, *Experimental Teaching, *Lesson Plans, *Programmed Instruction, *Secondary Grades, *Unit Plan, *Vocational Agriculture

To determine the value of prepared lesson plans on instruction in vocational agriculture, 12 randomly selected Iowa high schools with approved vocational agriculture programs were randomly divided into two groups of six including a control group and a treatment group. Prepared lesson plans provided the only variance in instruction. Two meetings were held to familiarize the school personnel with the project and to train instructors in the techniques and resources to be used in the experiment. Data were gathered on students and instructors through extensive testing, use of questionnaires, and school records. Findings of the 3-week study in the four areas indicated that: (1) The students were essentially equal in knowledge before the experiment, (2) Many variables affected student achievement, (3) No significant differences were noted in achievement of either group, and (4) The effectiveness of prepared lesson plans could have been more accurately determined if the experiment had per-

mitted the observation of individual students rather than classes. This Ph.D. dissertation was submitted to Iowa State University. (GB)

ED 042 925 VT 011 762

McCaslin, Norval L.

Experimental Evaluation of Field Trips on Instruction in Vocational Agriculture.

Pub Date 70

Note—185p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Doctoral Theses, *Evaluation, *Experimental Programs, *Experimental Teaching, *Field Trips, *Instructional Materials, *Teaching Guides, *Vocational Agriculture

To determine the effect of field trips on student achievement in each of four subject matter areas in vocational agriculture, 12 schools offering approved programs were randomly selected and divided into a treatment group and a control group. Uniform teaching outlines and reference materials were provided to each group. While no field trips were taken in the control groups, four field trips were used in the treatment schools in teaching each of the four units of animal health, commercial fertilizers, small gasoline engines, and farm credit. A pretest versus posttest, control versus treatment group experimental design was used in this study. The control schools achieved significantly higher than field trip schools in the farm credit unit when academic ability factors were used as covariates. A highly significant difference in favor of the field trip schools was obtained for the commercial fertilizers unit when abstract aptitude, crop acres, department size, and teacher tenure were used as covariates. No other significant results were noted. This Ph.D. dissertation was submitted to Iowa State University. (GB)

ED 042 926 VT 011 766

Budke, Wesley Eugene

Guidelines for the Development of Prevocational Education Programs at the Junior High School Level.

Pub Date 70

Note—256p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Career Planning, *Comparative Analysis, *Educational Objectives, *Educational Planning, *Educational Principles, *Guidelines, *Junior High Schools, *Prevocational Education, *Program Development, *School Personnel

Starting with the premise that there is a need for continuous vocational education from early childhood throughout life, this study sought to develop guidelines for use in organizing, operating, and administering prevocational education programs at the junior high school level. The study was national in scope and made use of a questionnaire to contact 29 directors of local programs of occupational orientation and exploration. After analysis of the 20 returned questionnaires, and review of the related literature, an inventory of common program areas was prepared and submitted to a jury of experts, who indicated the relative importance of each. The result of these activities was a guideline statement and accompanying guiding principles for each of the 13 identified areas, including (1) Program Objectives, (2) Program Design, (3) Grade Level of Student Involvement, (4) Program Financing, and (5) Curriculum and Activities. These guidelines are usable in the development of junior high school prevocational education programs and should be disseminated for use by concerned educators. This Ph.D. dissertation was submitted to The Ohio State University. (JS)

ED 042 927 VT 011 771

Gray, Kenney Earl

Competencies Needed by Personnel Engaged in Program Planning in State Divisions of Vocational-Technical Education.

Pub Date 70

Note—177p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor Michigan 48106

Document Not Available from EDRS.

Descriptors—*Ability Identification, *Data Collection, *Models, *Personnel Data, *Professional Personnel, *Program Planning, *State Agencies, *State Departments of Education, *Vocational Education

Identifiers—*Arnold Planning Model, Delphi Technique

The legislative requirements for state-level planning in vocational education and the changing socioeconomic problems confronting vocational education were compelling forces in the conceptualization and conduct of this study. To identify the competencies needed by personnel engaged in program planning within state divisions of vocational-technical education, three successive mail questionnaires were sent to twenty practitioners, of whom seven were chiefs of planning. As a result of this investigation a group of 147 competencies were identified as needed by planning personnel, including competencies related to socioeconomic planning, program planning, and resource planning. It was concluded that state-level planning in vocational and technical education utilizing the Arnold model involves specialized assignments requiring performance of specific planning competencies. Recommendations included more intensive study of planning competencies and additional research in planning operations. This Ph.D. dissertation was presented to the Ohio State University. (Author/JS)

ED 042 928 24 VT 011 773

Doerr, J. Joseph

Individualized Vocational Guidance: A New Look. Final Report.

Missouri Univ., Kansas City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-080

Pub Date Mar 70

Grant—OEG-6-9-008080-0043(057)

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Aptitude Tests, Career Planning, Classification, *Discriminant Analysis, High School Curriculum, Occupational Guidance, *Secondary School Students, *Vocational Aptitude, Vocational Education, *Vocational Interests

Identifiers—Dailey Vocational Test, Minnesota Vocational Interest Inventory

This study was conducted to evaluate the usefulness of discriminant analysis in classifying vocational and technical curricular groups in a single secondary school setting. The researchers compared scores on the Dailey Vocational Test and the Minnesota Vocational Interest Inventory in terms of the selection of vocational and technical courses by 585 Grade 11 and 12 students in Kansas City, Missouri. After finding a statistically significant difference between vocational groups, the study concluded that discriminant analysis can be valuable in classifying students with aptitude and interest variables. (BH)

ED 042 929

Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational and Technical Education. Annual Index, 1969-70.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

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ED 042 931

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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
AL — Linguists
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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